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ABSTRACT

This document lists resources for professionals assisting with the educational and career/vocational needs of teen parents. Publication entries are categorized by the following cluster headings of the common components of exemplary programs: program administration, curriculum and instruction, comprehensive support services, formalized articulation and communication, and occupational experience. Resources on general literature, legislation, and policy studies are also provided. Materials contained in this document include the following: publications; newsletters; agencies; associations; organizations; centers for educational information/services; clearinghouses; computer-based information networks; databases; exemplary Vocational Special Needs Programs; National Network for Curriculum Coordination in Vocational and Technical Education; state vocational and technical education curriculum centers; Office of Educational Research and Improvement (OERI) Regional Educational Laboratories; state directors of vocational education; state personnel responsible for vocational education for persons with handicaps, disadvantages, and limited English proficiency; and National Association of State Directors of Special Education, Inc. For each entry, an annotation, price, ordering information, and address are provided. Title and author indexes are provided. (NLA)



⌘
**National Center for Research in
Vocational Education**

⌘
University of California, Berkeley

**TEEN PARENTS:
SELECTED RESOURCES
FOR VOCATIONAL PREPARATION**

Volume 2

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Office of Educational Research and Improvement
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**TEEN PARENTS:
SELECTED RESOURCES
FOR VOCATIONAL PREPARATION**

Volume 2

Compiled by

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University of Illinois**

**National Center for Research in Vocational Education
University of California at Berkeley
1995 University Avenue, Suite 375
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**The Office of Vocational and Adult Education,
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July, 1992

MDS-410

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PREFACE

The second volume of *Teen Parents: Selected Resources for Vocational Preparation* was developed in response to professionals assisting with the educational and career/vocational needs of teen parents. It is intended to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, policymakers, and others to locate resources to help develop or improve teen parent programs and services.

Materials contained in this document include publications, newsletters, agencies, associations, organizations, centers for educational information/services, clearinghouses, computer-based information networks, databases, and exemplary programs. The entries are categorized by the following cluster headings of the common components of exemplary programs: program administration, curriculum and instruction, comprehensive support services, formalized articulation and communication, and occupational experience. Resources on general literature and legislation and policy studies are also provided.

This guide is *not* intended to be an exhaustive listing of all available resources, but, rather, materials are included which are representative of the field. For each entry, an annotation, the price, ordering information, and address are provided. Resources should be ordered directly from the publisher listed in each annotation.

To avoid duplication, many entries appearing in the first Technical Assistance for Special Populations Programs (TASPP) resource guide on teen parents were omitted. Entries for organizations and centers for educational information/services were updated in this volume due to numerous address changes. For a comprehensive listing of entries, the reader might want to obtain the first resource guide on teen parents.

TASPP has also developed resource guides on transition, limited English proficiency, the unique needs of rural and urban students with disabilities, youth and adults at risk, and the Perkins Act of 1990. These as well as both volumes of the teen parent resource guides may be obtained through the National Center for Research in Vocational Education, Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455, (800) 637-7652.

TECHNICAL ASSISTANCE FOR SPECIAL POPULATIONS PROGRAM

Mission

The Technical Assistance for Special Populations Program (TASPP) works nationally to increase vocational program accessibility, quality, and availability for youth and adults from special populations.

Objectives

- Increase awareness and understanding of critical issues in vocational special needs education, and
- promote exemplary program activity and the adoption of model practices.

Staff

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345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

A service program of the National Center for Research in Vocational Education, University of California at Berkeley. TASPP is located at the University of Illinois. Additional information on TASPP services, activities, and publications is available on request.

PUBLICATIONS

PROGRAM ADMINISTRATION

Adolescent Pregnancy in the South: A Mandate for Leadership

Schlitt, J. J., & Copeland, T. L. (1990).
Washington, DC: Southern Regional Project on
Infant Mortality.

This report examines the status of adolescent pregnancy prevention programming in the South and documents the need for continued efforts from governors, legislators, school boards, and city councils. It describes barriers to teenage pregnancy prevention and presents program attributes and case studies of successful programs targeting the following supporting areas: early education and life skills, educational retention, adolescent employment, community service, parenting, healthcare, initiatives directed toward males, and program coordination. The information is directed toward policymakers, program administrators, service providers, and advocates to help in their efforts to improve the lives of young people. jeb (63 pages, \$7.50)

Adolescent Pregnancy: A Funding and Program Analysis of New York State's Response

Sennett, S. Z., & Lepler, S. (1988, January).
Albany: New York State Council on Children and
Families.

The results of an extensive cross-agency review of local assistance funding programs which are relevant to the pregnant, parenting, and at-risk adolescent population of the community are presented in this report. The resulting analysis highlights both the strengths and weaknesses of the state's current efforts. The report serves as a challenge for New York State to make use of the information to transform the current array of funding streams from a series of parallel resources into a coordinated mechanism for serving its children and families. Funding streams and current state policy in relation to fifteen core service areas (e.g., education, employment and training, general health, family planning, pregnant-related health care, health education, life skills development, counseling, childcare, basic needs assistance, recreation and youth development, information and referral, case management, networking, and systems coordination) are discussed and analyzed in the first chapter. The second chapter discusses the implications of the existing human services funding and administrative structures

Southern Regional Project on
Infant Mortality
Southern Governors'
Association
Southern Legislative
Conference
444 N. Capitol Street, NW
Suite 240
Washington, DC 20001
(202) 624-5897

New York State Council on
Children and Families
Mayor Erastus Corning Tower
28th Floor, Empire State Plaza
Albany, NY 12223
(518) 473-3652

for implementing a coordinated strategy for adolescent pregnancy prevention and services. The appendix describes all referenced funding streams in detail. (108 pages, no charge)

A Basic Handbook for Establishing a Comprehensive Teen Fathers' Program

Kelley-Sease, B. (1991).

Trenton, NJ: Union Industrial Home for Children.

Union Industrial Home for Children

864 Bellevue Avenue

Trenton, NJ 08618

(609) 695-1492

Based on an inner-city program sponsored by the Robert Wood Johnson Foundation, this handbook outlines the basics of developing programs that provide inner-city males with the skills and motivation to become successfully independent, healthy, and socially responsible adults. Sections of the handbook include program definition, program start-up requirements, outreach program, program services, program benefits, and additional resources. sck (14 pages, no charge)

dBASE III Minimum Evaluation Data Set Program for Teen Pregnancy Care Programs

McBride, D. (1988).

Los Altos, CA: Sociometrics Corporation.

Sociometrics Corporation
170 State Street, Suite 260

Los Altos, CA 94022-2812

(415) 949-3282

The dBASE III Minimum Evaluation Data Set (MEDS) Program was designed to provide a complete computerized data management system for teen pregnancy care programs. The intent was to design a data system (applicable to any teen pregnancy care program regardless of the approach) that (1) includes data elements considered minimally essential for information collection by adolescent pregnancy programs, (2) produces information that is comparable across programs, and (3) is easy to place into operation and simple to use. The simplicity will hopefully contribute to both the willingness to use the system and the quality of data that are generated.

Information categories include Intake Data, Pregnancy Outcomes, Client and Infant Follow-up, and Service Delivery Information. dBASE III software is needed to run this program. sck (53 pages; dBASE III MEDS Program, \$15.00; MEDS Instrument, \$8.00)

Effective Programs for Rural Single Parents
Wisconsin Council on Vocational Education.
(1990).
Madison: Author.

Wisconsin Council on
Vocational Education
30 On The Square
30 W. Mifflin Street, Suite 301
Madison, WI 53703
(608) 266-7813

The Wisconsin Council on Vocational Education (W/COVE) is mandated by the federal Carl D. Perkins Vocational Education Act to provide advocacy and oversight of programs for single parents. This population represents a group for which educational intervention is essential to break the intergenerational cycle of poverty and low educational attainment. This pamphlet is the first document developed by W/COVE to respond to this critical issue and is designed to benefit agencies, groups, and individuals in developing effective programs for single parents particularly in rural areas. However, most of the concepts also apply to urban and suburban settings. Rural single parents have the additional problems created by geographic and social isolation. Included in the document are the following "hallmarks of effective programs for single parents": program structure, staffing, recruitment, education and training, and curriculum. Start-up activities are included in the document, as well as a list of evaluation questions for existing programs and participant objectives. sck (12 pages, no charge)

Evaluating and Monitoring Programs for Pregnant and Parenting Teens
Card, J. J. (Ed.). (1988).
Los Altos, CA: Sociometrics Corporation.

Sociometrics Corporation
170 State Street, Suite 260
Los Altos, CA 94022-2812
(415) 949-3282

This monograph provides guidelines for the scientific evaluation of care programs for pregnant teens and/or teen mothers. Chapters include a review of the literature, model programs, and step-by-step instructions on how to evaluate teen pregnancy care programs. A hard copy of the Minimum Evaluation Data Set instrument is included. This core instrument was designed as a data management system applicable for use in evaluating any teen pregnancy care program regardless of the approach. sck (151 pages, \$20.00)

Evaluating Your Adolescent Pregnancy Program: How to Get Started
Philiber, S. (1990).
Washington, DC: Adolescent Pregnancy Prevention Clearinghouse.

Adolescent Pregnancy
Prevention Clearinghouse
Children's Defense Fund
122 C Street, NW, Suite 400
Washington, DC 20001
(202) 628-8787 ext. 245

Many of the steps of adolescent pregnancy program evaluation are outlined in this booklet including how to design a program evaluation, what the different types of evaluation are, what is appropriate to promise funders, where to go for technical assistance, what the costs are, and where to find a good evaluator. The booklet describes pitfalls to avoid in order to have a smooth, successful evaluation.

A description is provided of each type of evaluation in detail including what program aspect each type best suits. Examples of program models and guidelines for writing clear and realistic program goals are also provided. It not only tells what to look for in a good evaluator but where to look for good evaluators. Furthermore, the booklet explains the various cost factors in an evaluation and lists resources for financial assistance with the program evaluation. sck (20 pages, \$4.50)

Reducing Family Poverty: Replicating Hispanic Model Programs for Teen Pregnancy Prevention
Perez, S. M., & Duany, L. A. (1991, September).
Washington, DC: National Council of LaRaza.

National Council of LaRaza
Publications Department
810 First Street, NE, Suite 300
Washington, DC 20002
(202) 289-1380

This replication guide offers a twelve-step approach for community-based organizations interested in developing and implementing a teenage pregnancy prevention and/or parenting program targeted to Hispanic youth. It is based on information obtained from three model teenage pregnancy/parenting programs through a joint project with the Children's Defense Fund. Detailed program development information, program descriptions, a step-by-step outline to planning and developing an adolescent pregnancy program, and a resource section are included. sck (100 pages; \$15.00, no charge to National Council of LaRaza affiliates)

**Research Methods for Assessing and Evaluating
School-Based Clinics**
Kirby, D. (1989).
Washington, DC: Center for Population Options.

Designed to help administrators and school health professionals conduct evaluations and measure clinic performance, this guide discusses methodology for needs assessments, the process, and impact evaluation. Included are a student health survey, information on the Center for Population Options' School-Based Clinic Management Information System, and an inventory for assessing school- and clinic-based pregnancy prevention programs. 66 pages, \$12.00

Center for Population Options
Publications Department
1025 Vermont Avenue, NW,
Suite 210
Washington, DC 20005
(202) 347-5700

CURRICULUM AND INSTRUCTION

Adolescent Parent Resource Guide
Clark, P. D. (1989).
Columbus: Ohio State University.

Prepared for Graduation, Reality, and Dual Role Skills (GRADS) classes in Ohio (programs for pregnant/parenting teens), this curriculum consists of four modules: (1) positive self, (2) pregnancy, (3) parenting, and (4) economic independence. The modules contain activities, case studies, discussion guides, and other teaching ideas. The case studies, used throughout the material, reflect a wide variety of lifestyles. This curriculum is designed for professionals working with pregnant and parenting teenagers.

The economic independence module, for example, covers career exploration, goal setting, child care options, job search and applications, balancing the dual-role of parent and worker, employability, and economic resources. Each topic of the other modules is also treated in-depth. A number of valuable discussion starters to encourage students to think deeply about the topics under discussion are included in this curriculum. For example, students are asked, "How would you react?" or "How would you feel?"
sck (1,343 pages, loose-leaf; \$56.00, prepaid)

Discover: An Educational Opportunity for Women in Transition
Willson, L. (1987).
Newton, MA: Women's Educational Equity Act Publishing Center.

Information is presented on Discover, a career exploratory course for women who are separated or divorced, single mothers, or married to an underemployed spouse and who want to become self-sufficient and self-supporting. Includes instructions on how to set up the program, program requirements, funding, staffing, and recruitment of participants. Three phases—personal growth, career exploration, and problem solving—are represented by the following eleven modules: self-esteem, independence, sex-role stereotypes, women and power, stress management, assertiveness, relationships, goal-setting, time management, coping with kids, and problem solving. The appendix includes samples of a four-week schedule, three-successive Saturdays' schedule, and a list of community resources. ztb (75 pages, \$12.00)

Instructional Materials Lab
Ohio State University
842 W. Goodale Avenue
Columbus, OH 43212
(614) 292-4277

Women's Educational Equity
Act Publishing Center
Education Development
Center
55 Chapel Street
Newton, MA 02160
(617) 969-7100 in MA
(800) 225-3088

**Working with Teenage Fathers: A Handbook
for Program Development**
Sander, J. (1986, May).
New York, NY: Bank Street College of Education.

Bank Street College of
Education
610 W. 112th Street
New York, NY 10025
(212) 222-6700

This handbook emerged from the Teen Father Collaboration, a two-year national demonstration and research project serving 395 young fathers and prospective fathers. It presents guidelines for the development of effective programs for teenage fathers. Background material is presented describing aspects of the overall problem of adolescent pregnancy and parenting in this country. Other topics covered in remaining chapters include major steps most agencies must take when they begin programs; on and off-site referral sources; core services a program must offer its young father population either on its own premises or at other local organizations; staff development; program models; and conclusions and implications for program development and social policy. General resources are also included. (63 pages, no charge)

COMPREHENSIVE SUPPORT SERVICES

Adolescent Pregnancy Prevention: A Guide for Communities

Brindis, C., Pittman, K., Reyes, P., & Adams-Taylor, S. (1991).
Palo Alto, CA: Stanford Health Promotion Resource Center.

Stanford Health Promotion
Resource Center
Distribution Center
1000 Welch Road
Palo Alto, CA 94304-1885
(415) 723-0003

Written primarily for agencies and community groups that want to take action, this book provides a conceptual framework that describes the problem of adolescent pregnancy and the range of possible solutions. It is a step-by-step guide to all aspects of a successful program, from coalition-building to fund-raising, from needs assessment to impact evaluation, and from developing strategies to implementing plans. Concepts, specific program examples, work sheets, and resource materials are also included. sck (279 pages, \$24.50)

The At-Risk Student: Answers for Educators

Ogden, E., & Germinario, V. (1988, March).
Port Chester, NY: National Professional Resources.

National Professional
Resources
P.O. Box 1479
Port Chester, NY 10573
(914) 937-8879

The authors have taken the perspective that while the schools must deal with the problems of the at-risk student, the school must remain firmly committed to their educational mission as a first priority. Written for administrators, teachers, and support staff on all levels (K-12), this book is designed as an inclusive guide to tested programs and procedures for effectively dealing with student health, in addition to behavioral and familial problems that impede learning. It contains specific steps for the identification, prevention and intervention of drug and alcohol problems, suicide, AIDS, eating disorders, pregnancy, child abuse, violence, and other student problems. Case studies provide examples of crisis situations and effective responses. Resource agencies and successful educational programs are included in the appendix. sck (185 pages, \$29.50)

Counselor/Advocates: Keeping Pregnant and Parenting Teens in School

Earle, J. (1990, April).

Alexandria, VA: National Association of State Boards of Education.

National Association of State
Boards of Education
Publications Office
1012 Cameron Street
Alexandria, VA 22314
(703) 684-4000

Sponsored by the National Association of State Boards of Education, this report presents the results of a three-year demonstration project testing the effects of using counselor/advocates to help pregnant and parenting teens stay in school. Counselor/advocates, placed in two large schools in urban areas, provided pregnant and parenting teens with supportive services including attendance tracking; access to health, social, and academic services; counseling services; employment services; and record keeping. Findings reveal that the program had a positive effect on the teens' retention, and most advanced to the next grade. Included in the discussion of the results are outcomes for students, schools, and districts/communities.

Key components that would be helpful to schools and communities in developing programs for pregnant and parenting students are also discussed in the report. Policy implications at both local and state levels are presented. ztb (48 pages, \$7.00)

In School Together: School-Based Child Care Serving Student Mothers: A Handbook

Cahill, M., White, J. L., Lowe, D., & Jacobs, L. E. (1990).

Washington, DC: Academy for Educational Development

Academy for Educational
Development
1255 23rd Street, NW
Washington, DC 20037
(202) 862-1900

The majority of teenage parents drop out of school. Their overwhelming need for welfare support is often linked to lack of education, yet many teenage parents cannot continue school unless child care is provided at the school. This book, directed toward this concern, provides practical guidance in setting up school-based child care. It covers the following topics such as need, support strategies, design, staff, infant/toddler program, programming for mothers, center as a learning lab, site and space, policies, funding, management and evaluation, and additional resources for program planning. sck (135 pages, \$15.00)

FORMALIZED ARTICULATION AND COMMUNICATION

At-Risk Youth in Crisis: A Handbook for Collaboration Between Schools and Social Services (Vol. 1: Introduction and Resources)
Linn-Benton Education Service District, & ERIC Clearinghouse on Educational Management. (1991, February).
Eugene, OR: Author.

ERIC Clearinghouse on
Educational Management
Editor
University of Oregon
1787 Agate Street
Eugene, OR 97403
(503) 346-5044

An introduction to the At-Risk Youth in Crisis Handbook Series is presented in this handbook along with a rationale for the series and benefits, in addition to how it was developed, and how educators can adapt the handbook to their own communities. In order to be a useful tool, users must collect information about the social service agencies in their own communities and create a personalized community resource section. The steps for adapting the handbook are provided along with summaries of journal articles and research reports on collaboration between schools and social services. sck (58 pages, \$7.50)

Building Life Options, School-Community Collaborations for Pregnancy Prevention in the Middle Grades
Archer, E., & Cahill, M. (1991, July).
Washington, DC: Academy for Educational Development.

Academy for Educational
Development
1255 23rd Street, NW
Washington, DC 20037
(202) 862-1900

Numerous examples of effective pregnancy prevention strategies and programs across the country are provided in this handbook. Useful advice is provided on designing, implementing, and evaluating a program based on five years of experience in eight urban school districts. An extensive resource section is included. sck (142 pages, \$19.95 prepaid)

Linking Schools with Human Service Agencies
Ascher, C. (1990, February).
New York, NY: ERIC Clearinghouse on Urban Education.

ERIC Clearinghouse on
Urban Education
Box 40
Teachers College
Columbia University
New York, NY 10027
(212) 678-3433

The importance of coordinated service delivery to students and their families is the focus of this digest. Common barriers to collaboration are addressed. Recommendations for educators seeking to develop collaborative links with other service providers to meet the needs of K-12 students are included. mcw (2 pages, no charge)

The Same Client: The Demographics of Education and Service Delivery Systems
Hodgkinson, H. (1989, September).
Washington, DC: Institute for Educational Leadership, Inc., Center for Demographic Policy.

This report analyzes the interconnectedness of service organizations across functional lines. This model suggests that educators at all levels need to begin to become familiar with other service providers at their level, as they are serving the same children and families as clients. The author proposes that legislative leaders at federal, state, and local levels begin to exert pressure on their education, health, housing, and transportation bureaucracies to begin to collaborate. mcw (28 pages; \$12.00, discounts available for 10 or more copies)

What it Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services
Melaville, A. I., & Blank, M. J. (1991, January).
Washington, DC: Education and Human Services Consortium.

This monograph is aimed at state and local education, human services policymakers, administrators, and practitioners. It also examines why schools, health and welfare agencies, youth services agencies, community-based organizations, and others must collaborate on behalf of children and families. Guidance is offered on how to do so effectively. The monograph contains an assessment of current needs for support services; a description of five variables that strongly influence interagency partnerships and selected interagency initiatives; and a working tool for use in interagency partnerships, local needs assessments, and workshops. Appendices list program descriptions and contact information, resources for additional information and assistance, and suggestions for further reading. jeb (55 pages, \$3.00)

Institute for Educational Leadership, Inc.
Center for Demographic Policy
Publications Department
1001 Connecticut Avenue, NW,
Suite 310
Washington, DC 20036
(202) 822-8405

Education and Human Services Consortium
Institute for Educational Leadership
1001 Connecticut Avenue, NW
Suite 310
Washington, DC 20036-5541
(202) 822-8405

OCCUPATIONAL EXPERIENCE

Building Opportunity for Disadvantaged Young Families: The Project Match Experience

Olson, L. M., & Herr, T. (1989, February).
Evanston, IL: Northwestern University, Center for
Urban Affairs and Policy Research.

Center for Urban Affairs and
Policy Research
Northwestern University
2040 Sheridan Road
Evanston, IL 60208-4100
(708) 491-3395

Project Match is an employment assistance demonstration program located in an impoverished inner-city community, the Cabrini-Green public housing projects and surrounding area in Chicago, Illinois. The purpose of the program is to develop and test ways to help disadvantaged women and men return to school, obtain vocational training, and find and keep jobs. This is the final report of a grant which served single adolescent parents funded by the Illinois State Board of Education and the Ounce of Prevention Fund—Building Opportunity for Teenage Single Parents. Project Match served as one of the model sites for this grant.

The purpose of the report is to share information about designing and implementing employment assistance interventions for single adolescent parents. The experiences of Project Match are used to discuss critical programming issues such as (1) What are the vocational and personal needs of adolescent parents that must be addressed? (2) How can programs reach young parents' needs? (3) How do we measure progress? and (4) What results can we expect? The appendix includes a detailed report about the development of Project Match program strategies through a case-study approach, presenting three in-depth case histories. sck (65 pages, \$4.00)

Case Studies for Order Amidst Complexity: The Status of Coordination Among Vocational Education, Job Training Partnership Act, and Welfare-to-Work Programs (MDS-214)

Grubb, W. N., Brown, C., Kaufman, P., & Lederer,
J. (1990, August).

Berkeley: National Center for Research in
Vocational Education, University of California at
Berkeley.

National Center for Research in
Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455
(800) 637-7652

This report is an appendix to *Order Amidst Complexity: The Status of Coordination Among Vocational Education, Job Training Partnership Act, and Welfare-to-Work Programs* (MDS-063). It presents case studies of coordination efforts among vocational education,

JTPA, and welfare-to-work programs in Georgia, Illinois, Massachusetts, Minnesota, Tennessee, Washington, and selected California service delivery areas. Various programs and their descriptions, content, administration, and funding are included, with emphasis on coordination and partnerships. While they emphasize coordination that takes place at the local level, they also describe state policy related to coordination. jeb (113 pages, \$5.00)

From Welfare to Work
Gueron, J. M., & Pauly, E. (1991, September).
New York, NY: Manpower Demonstration
Research Corporation.

Highlighted in this book is a synthesis of programs and services targeted at public assistance recipients through the 1988 welfare reform legislation, the Family Support Act. The focus is on the impact and effectiveness of the programs on different welfare populations. This book presents evidence that programs designed to help move welfare recipients into employment have saved substantial money for local, state, and federal governments and produced earnings gains for recipients. sck (\$12.95 paperback, \$34.95 hardcover, no charge for Summary)

Illiteracy and the Employability of Single Mothers: A Policy and Program Approach
Hayes, C. (1986, July).
Washington, DC: Wider Opportunities for Women.

Includes the results of a study of the Wider Opportunities for Women's Single Parent Employability and Educational Development project in which basic-skill level improvements of women in employment training were matched with selected demographic, educational, and occupational data. The study was supplemented by impressions of the subjects' nonacademic attainments evaluating social and developmental processes. A positive correlation was found between higher basic skills improvement rates and women with three or fewer children, women who did not receive public assistance, women with higher levels of education, and women over twenty-nine years of age. The report also provides an overview of the scope of the problem of illiteracy, describes the two programs used for the study (a basic skills program and an electro-mechanical preparatory program), suggests policy and program initiatives to address this

Manpower Demonstration
Research Corporation
Publications Department
Three Park Avenue
New York, NY 10016
(212) 532-3200

Wider Opportunities for
Women
1325 G Street, NW,
Lower Level
Washington, DC 20005
(202) 638-3143

problem, and publicizes strategies for remediation of basic skills in adults. Educators, employers, and government personnel with concern for adult illiteracy are the intended audience. jeb (60 pages, \$5.00)

Into the Working World Reports (Minority Female Single Parent Program: Lessons from Research)

Rockefeller Foundation. (1990).
New York, NY: Author.

The Rockefeller Foundation
Equal Opportunity Program
1133 Avenue of the Americas
New York, NY 10036
(212) 869-8500

New findings from a Rockefeller Foundation demonstration program study spotlight the possible gains from fully integrated programs of education and employment. The findings are important to those developing programs of basic education and employment under the Family Support Act and other auspices. The integrated model focuses on employment training on a specific job, relates basic skills training to that job, and tries to meet the precise needs of the local labor market. The model also pulls together support services for handling such everyday problems as child care and is designed to boost motivation as it tailors training plans to the individual. The findings are based on a study of four programs, comprising the Minority Female Single Parent (MFSP) Demonstration Project. All four are voluntary programs run by community-based organizations.

The following publications and videos give detailed information about the MFSP program and the women it served. Summary reports include *Into the Working World* and *More Jobs and Higher Pay: How an Integrated Program Compares with Traditional Programs*. Technical research reports include *Local Context and Target Population Program Operations*, *Program Costs*, *Short-Term Economic Impacts*, *Child Care Referral Options*, and *Child Care and Employment Training*. Briefing papers include *Child Care Challenges for Low-Income Families*, *New Evidence about Effective Training Strategies*, *Literacy and the Marketplace: Improving the Literacy of Low-Income Single Mothers*, and *Planning Employment Services for the Disadvantaged*. Videos include "Si Se Puede" and "Irrefutable Evidence." Other reports will follow as the evaluation progresses. jeb (no charge)

Job Training for Women: The Promise and Limits of Public Policies
Harlan, S. L., & Steinberg, R. J. (Eds.). (1989).
Philadelphia, PA: Temple University Press.

Temple University Press
Broad and Oxford Streets
University Services Building
Room 305B
Philadelphia, PA 19122
(215) 787-8787

This book is about the public system of occupational education and job training for women in the United States. Because it is a comprehensive review of the system that places the treatment of women in a historical and political context, the book is the first of its kind. The focus is on education and training for occupations that require less than a four-year college degree, including clerical, service, and blue-collar occupations, where the overwhelming majority of today's working women earn their living. It examines the major public training programs that are aimed at individuals who are entering the labor market for the first time and at workers of all ages who need employment assistance such as federal programs for the economically disadvantaged, public vocational education, occupational training in the armed forces, apprenticeship, and employment and training in the welfare system. Women's occupational options within the public training system are examined and the publication assesses the impact of training on women.

The book is divided into five parts: (1) federal training initiatives, (2) targeted groups and program experiences, (3) training for nontraditional jobs, (4) welfare, workfare, and training, and (5) public training for the private sector. Where the availability of data permits, the chapters look at the options and impact of training from multiple perspectives, i.e., policy makers, evaluation researchers, educators, employers, society, and the women themselves. sck (575 pages; \$44.95 hardback, \$22.95 paper)

No Way Out: Working Poor Women in the United States
National Commission on Working Women of
Wider Opportunities for Women. (1988, May).
Washington, DC: Author.

Wider Opportunities for
Women
1325 G Street, NW,
Lower Level
Washington, DC 20005
(202) 638-3143

This report examines the condition of working women, the cause of their poverty, and its solutions. A description of the working poor according to household, education levels, and types of jobs illustrates that women comprise the majority of this group. A profile of working women is presented using statistics and relevant information on types of jobs, salary, part-time and temporary employment, and unemployment. Also

discussed are barriers that working women face in getting and maintaining higher-wage jobs including the need for child care, occupational segregation and wage discrimination, and education and training. Multi-sector solutions that will help raise working women out of poverty are highlighted. ztb (28 pages, \$10.00)

Order Amidst Complexity: The Status of Coordination Among Vocational Education, Job Training Partnership Act, and Welfare-to-Work Programs (MDS-063)

Grubb, W. N., Brown, C., Kaufman, P., & Lederer, J. (1990, August).

Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

National Center for Research
in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455
(800) 637-7652

This report to Congress, the Secretary of Education, and the Secretary of Labor presents an overview of the status of coordination among job-related training and vocational education programs, with emphasis on issues concerning duplication of effort, competition among programs, and effectiveness of programs. Because of the growing importance of welfare-to-work programs in vocational education and job training systems, this report also examines the ways in which emerging welfare programs have been collaborating with educational institutions and existing job training programs. Selected local initiatives, state policies, welfare-to-work programs, and federal policy are described. Fundamental questions are raised about the future of coordination efforts. The analysis is based on case studies of six states, a sampling of California programs, and eight comprehensive community studies. The appendix, *Case Studies for Order Amidst Complexity: The Status of Coordination Among Vocational Education, Job Training Partnership Act, and Welfare-to-Work Programs (MDS-214)*, available separately, discusses these programs in detail. The former document includes a list of references. jeb (75 pages, \$4.75)

**The Provision of Education and Other Services
in State Welfare-to-Work Programs**

Figueroa, J. R., & Silvanik, R. A. (1989).
Washington, DC: National Governors' Association,
Center for Policy Research.

National Governors' Association
Publications Office
444 N. Capitol Street, Suite 250
Washington, DC 20001-1572
(202) 624-5300

Developed by the National Governors' Association Center for Policy Research, this is the first of a three-phase report on the examination of state welfare-to-work programs, with emphasis on their educational components. The report, based on a survey mailed to all fifty states, provides practical information on the operational experience of state welfare-to-work programs and, at the national level, enhances both policy development and implementation activities. States in the planning and early implementation of their Job Opportunities and Basic Skills (JOBS) program may find the study results most helpful.

The study reveals that state efforts to promote economic self-sufficiency among welfare recipients have provided both the basis for welfare reform and a valuable lesson on program implementation. However, more needs to be done, particularly in meeting new federal participation requirements and in improving data tracking systems for state and national monitoring and evaluation. Some states will require more changes than others and will benefit the most from training and technical assistance. ztb (36 pages, \$10.00)

**Reforming Welfare with Work
(Occasional Paper No. 2)**

Gueron, J. M. (1987).
New York, NY: Ford Foundation.

Ford Foundation
Office of Reports
320 E. 43rd Street
New York, NY 10017
(212) 573-5169

This country has long debated the question of how to design the welfare system. The debate has intensified as welfare reform has once again become a presidential priority. A pressing issue before Congress is whether welfare programs should continue to be broad entitlements or whether they should become reciprocal obligations, whereby work—or participation in an activity leading to work—is required in return for public aid. This paper examines the current Aid to Families with Dependent Children (AFDC) system along with strategies for reform and summarizes the major findings of the Manpower Demonstration Research Project which evaluates state work and welfare initiatives. In conclusion, it suggests some implications of these findings and discusses important unanswered questions. jeb (49 pages, no charge)

Resource Guide to Work Experience Programs
Hartley, N., & Lehmann, J. (1989, April).
Fort Collins: Colorado Community College and
Occupational Education System.

Vocational Special Needs
School of Occupational and
Educational Studies
Colorado State University
Fort Collins, CO 80523
(303) 491-6316

This manual is designed for professionals who will be starting new work experience programs and for those who want to enhance their current programs. It is also intended to assist local educational agencies in planning, developing, implementing, and evaluating work experience programs which are seen as a means to prepare students with special needs for employment. It is particularly helpful for students who are not successful in school, may not be looking at postsecondary education, are in need of a job to stay in school, are potential dropouts, or may have difficulty acquiring employment without assistance. Chapters in the manual include work experience programs, teacher-coordinator, vocational assessment, program implementation, placing students on the job, transition, advisory committee, public relations, related legislation, and program evaluation and reporting. The design, a three-ring notebook with pages numbered by chapter and page, facilitates the addition of updated materials on a regular basis and is meant to become the coordinator's handbook for implementation of Work Experience Programs. (280 pages, \$20.00)

**State Welfare-to-Work Programs:
Four Case Studies**

Figueroa, J. R., & Silvanik, R. A. (1990).
Washington, DC: National Governors' Association,
Center for Policy Research.

National Governors' Association
Publications Office
444 N. Capitol Street, Suite 250
Washington, DC 20001-1572
(202) 624-5300

This report, which describes the welfare-to-work programs in New York, Rhode Island, South Carolina, and Washington, constitutes the second phase of a study which is aimed at broadening the knowledge and examining the provision of educational services in state welfare-to-work programs. The four states included in the study were selected to reflect variations among economic conditions, geographical areas, program components, educational services, state funding levels, and AFDC benefit payments. State welfare officials from each state were asked to select two local programs for inclusion in the site visits. These officials were asked to select a rural and an urban site and, to the extent possible, one local area that had been operating the program for some time and one that had recently begun operations. Each case study includes information on program administration,

service delivery, program components, child support enforcement, and educational and support services.

An examination of the four programs included in this report revealed practical information on the operational experiences of state welfare-to-work programs as well as insight into state realities influencing program design. The experiences of these four states indicate that support services such as child care and transportation are an integral part of any successful welfare-to-work program. However, provision of these services frequently is limited by budget constraints, availability, and accessibility. ztb (72 pages, \$15.00)

Teen Parents and JOBS: Early State Statistics
Levin-Epstein, J., & Greenberg, M. (1991, May).
Washington, DC: Center for Law and Social
Policy.

Center for Law and Social
Policy Publications
1616 P Street, NW, Suite 450
Washington, DC 20036
(202) 328-5140

An analysis of the available Job Opportunities and Basic Skills (JOBS) teen parent statistics around the country is presented in this report. It reveals which states appear to be serving significant percentages of their AFDC teen parent population. sck (15 pages; \$5.00, plus \$3.00 shipping/handling)

GENERAL BACKGROUND LITERATURE CONCERNING TEEN PARENTS

The Adolescent and Young Adult Fact Book
Simons, J., Finlay, B., & Yang, A. (1991, August).
Washington, DC: Children's Defense Fund.

This report reveals that poverty, lack of education, and race and gender are linked closely to troubling outcomes for youths. It presents key findings on and recommendations for issues about adolescents and young adults and their families; health; education; sexual activity, childbearing, and family formation; employment, earnings, and income; crime victimization; and substance abuse. sck (164 pages, \$13.95)

Children's Defense Fund
Publications
P.O. Box 7584
Washington, DC 20077-1245
(202) 628-8787

Adolescents at Risk: Prevalence and Prevention
Dryfoos, J. G. (1990).
Cary, NC: Oxford University Press.

This book presents evidence that the knowledge base exists on which successful programs can be initiated for young people aged ten to seventeen who are at risk because of delinquency, substance abuse, teen pregnancy, or school failure. Data is provided about each of the four problem areas, showing who is at risk of each problem and with what consequences. Prevention programs are examined, identifying common elements and general characteristics of an effective program for each problem area. A number of specific programs, school-based and community-based, are described and referenced.

Oxford University Press
2001 Evans Road
Cary, NC
(800) 451-7556

The author incorporates the ideas generated from the categorical program reviews and presents a set of common concepts to guide the formulation of comprehensive strategies. The book concludes with examples of the application of these principles at the local, state, and federal levels. Each chapter is followed by extensive notes and references. sck (280 pages,

American Youth: A Statistical Snapshot (2nd ed.)
Wetzel, J. R. (1989, August).
Washington, DC: The William T. Grant
Foundation on Youth and America's Future,
Commission on Work, Family and Citizenship.

This 1989-1990 edition documents the current status of American youth and the direction of trends that affect their future. The latest U.S. Census Bureau and other reliable data provide a comprehensive outline of education, employment, income, drug and alcohol use, and rates of marriage and childbearing among our nation's sixteen to twenty-four year olds. Breakdowns by race, sex, and ethnicity are included and major findings are displayed in a dozen charts and graphs. mcw (49 pages, \$5.00 postpaid)

Beyond Rhetoric: A New American Agenda for Children and Families. Final Report of the National Commission on Children
National Commission on Children. (1991).
Washington, DC: Author.

The National Commission on Children proposes an action agenda in this report that flows from a set of guiding principles concerning children's basic needs, parents' roles and responsibilities, and society's obligations. The commission examined issues related to health, education, social support, income security, and tax policy. The report, which focuses on the whole child as a developing individual within the context of family and community, presents strategies for strengthening families and improving opportunities for children in the form of a blueprint for national policy. Recommendations are provided for ensuring income security, improving health, increasing educational attainment, supporting the transition to adulthood, strengthening and supporting families, protecting vulnerable children and their families, making policies and programs work, and creating a moral climate for children. sck (525 pages, no charge)

William T. Grant Foundation
Commission on Work
Family and Citizenship:
Youth and America's Future
Institute for Educational
Leadership
1001 Connecticut Avenue, NW.
Suite 301
Washington, DC 20036-5541
(202) 775-9731

National Commission on
Children
1111 Eighteenth Street, NW,
Suite 810
Washington, DC 20036
(202) 254-3800

Boulder Valley Schools Teen Parenting Program: An Exemplary Vocational Education Program Serving a Population with Special Needs (TASPP BRIEF, 2[3])

Coyle-Williams, M. A. (1990, October)
Champaign: National Center for Research in Vocational Education, University of Illinois at Champaign-Urbana, Technical Assistance for Special Populations Program.

National Center for Research
in Vocational Education
University of Illinois
Technical Assistance for
Special Populations Program
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

The Boulder Valley Schools Teen Parenting Program, described in this BRIEF, was identified as exemplary by the National Center for Research in Vocational Education (NCRVE) Technical Assistance for Special Populations Program's (TASPP) National Recognition Program for Exemplary Vocational Education Programs Serving Special Needs Populations. This comprehensive teen parenting program is put forth as a model for administrators and practitioners to replicate. mcw (4 pages, no charge)

Facts in Brief: Teenage Pregnancy in the United States

Alan Guttmacher Institute. (1990).
New York, NY: Author.

The Alan Guttmacher
Institute
111 Fifth Avenue
New York, NY 10003-1089
(212) 254-5656

This two-page brief draws on twenty years of research, survey work, and policy analysis to summarize the most important and current facts on teenage pregnancy in the United States. ztb (2 pages; first copy free, \$.40 additional copies)

The Impact of Learnfare on Milwaukee County Social Service Clients

Pawasarat, J., & Quinn, L. (1990, March).
Milwaukee: University of Wisconsin.

Employment and Training
Institute
University of Wisconsin at
Milwaukee
3270 N. Marietta Avenue
Milwaukee, WI 53211
(414) 229-4934

The first of a series, this report analyzes and evaluates many aspects of the Learnfare program designed by the state of Wisconsin, based on policy for dependents of families receiving Aid to Families with Dependent Children (AFDC). Dependents who have not completed high school must attend school regularly or will be removed from their parents' grant. Issues presented include the Learnfare program's impact on school attendance, high school completion, school performance, teen pregnancy and parenting, and on the families of the teens. The discussion in this paper is limited to the characteristics of teens sanctioned under the Learnfare policy and participation rates.

Data on school achievement and completion rates will be presented in a separate report.

The findings provide statistics on the number of teens whose family payments were reduced, the percentage returning to school or attending regularly, and the estimated reduction in AFDC payments during the fifteen-month period of the study. The paper also discusses the fact that many teens are not attending school because of family abuse and neglect or excessive drug and alcohol use, which would require additional social services to encourage them to return to school. Although this document draws no conclusions as to the effectiveness of the Learnfare program, it does discuss the many complex issues surrounding this approach to dropout prevention. sck (24 pages, \$15.00)

**Improving the Self-Sufficiency of Teen Parents
(TASPP BRIEF, 1[6])**

Coyle-Williams, M. A. (1989, December).
Champaign: National Center for Research in
Vocational Education, University of Illinois at
Champaign-Urbana, Technical Assistance for
Special Populations Program. (ERIC Document
Reproduction Service No. ED 317 835)

National Center for Research
in Vocational Education
Technical Assistance for
Special Populations Program
University of Illinois
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

This BRIEF focuses on the need for vocational education for teen parents. The public and private costs of teen parenting and the features of successful program models are highlighted. An overview of the current status of programming for teen parents is presented. Comprehensive programming efforts which include a strong vocational component are recommended as a means of improving the self-sufficiency and long-term outcomes of teen parents. mcw (4 pages, no charge)

**The Male Role in Teenage Pregnancy and
Parenting: New Directions for Public Policy**

Sullivan, M. L. (1990).
New York, NY: Vera Institute of Justice, Inc.

Ford Foundation
Office of Communications
320 E. 43rd Street
New York, NY 10017
(212) 573-5000

Discussions and conclusions of a group of researchers, policymakers, and practitioners on emerging issues of social policy and service delivery about the male role in teenage pregnancy and parenting are presented in this report. It concludes that involving males in the active and conscious prevention of unwanted pregnancies is a clear and unambiguous priority. Successful accomplishment of this goal would

contribute to economic empowerment and successful adolescent development for both males and females, as well as advancing sex equity by removing from young females some of the burden of preventing pregnancy.

It is recommended that services for young fathers should continue to address their clients' needs for education, training, and employment. There is also a need to develop more explicit curricula and staff training methods to deal with the development readiness of young fathers for participating in various aspects of parenting. sck (61 pages, no charge)

No Place to Call Home: Discarded Children in America

Select Committee on Children, Youth, and Families. (1990, January).
Washington, DC: Author.

House Select Children, Youth,
and Families Committee
385 House Annex #2
Washington, DC 20515
(202) 226-7660

This report provides an analysis of conditions in the nation's child welfare, mental health, and juvenile justice systems. It reviews the changes which have occurred in the past decade for children and families involved with these systems. In addition to incorporating new data collected by the select committee and national projections for out-of-home placements in the 1990s, the report identifies promising programs to prevent unnecessary placement of children away from their families. mcw (227 pages, no charge)

Our Future and Our Only Hope: A Survey of City Halls Regarding Children and Families

Born, C. E. (1989, September).
Washington, DC: National League of Cities.

National League of Cities
Publications Sales
1301 Pennsylvania Avenue, NW
Washington, DC 20004
(202) 626-3000

This publication is based on a survey of nearly four-hundred cities undertaken by the National League of Cities' (NLC) Project on Children and Families in Cities between November 1988 and February 1989 to develop a profile of the most pressing urban needs. This survey, done to map city hall interests, involvement, and needs in areas affecting urban families, is one component of the overall project.

Overall, education ranked third, behind child care and drug abuse prevention, as an area needing more attention. City officials said lack of money hampers their ability to tackle some of the most pressing problems.

The survey asked officials to rank the most urgent needs for children at different ages. Dropout prevention was the priority at ages fourteen through eighteen, with teen pregnancy and substance abuse also of major concern. However, only fifteen percent reported major involvement with dropout prevention, while forty percent had no program. Additionally, most reported that they were "unlikely" to address the issue. mcw (118 pages; \$10.00 per copy to NLC members, \$15.00 per copy to nonmembers)

Preventing Teenage Pregnancies in Rural America

Helge, D. (1989).

Bellingham, WA: National Rural Development Institute.

This paper describes problems with teen pregnancy and community-based solutions specific to rural areas. It emphasizes that rural communities must develop school-community partnerships that design community-specific responses consistent with local needs, values, and resources. Background information is provided along with information on the following issues: success factors in pregnancy prevention programs, problems specific to rural areas, and rural-oriented approaches. Also included is a description of a rural model and a list of teen pregnancy prevention resources. sck (34 pages, \$10.50)

A Proper Inheritance: Investing in the Self-Sufficiency of Poor Families

Levitan, S. A., Mangum, G. L., & Pines, M. W. (1989, July).

Washington, DC: George Washington University, Center for Social Policy Studies.

This report evaluates the barriers to family self-sufficiency and current responses to the problems faced by families. A "family investment initiative" is proposed. The authors conclude that a major portion of the funds expended in aid of low income families should be earmarked for improving services to poor female-headed families, particularly those in which the mother bore children out of wedlock. These families, they point out, are in the worst economic condition and experience disproportionately high levels of social problems. mcw (59 pages; \$2.16 postage and handling, send 11 1/2" x 9" envelope)

National Rural and Small
Schools Consortium (NRSSC)
Western Washington University
Miller Hall 359
Bellingham, WA 98225
(206) 676-3576

Center for Social Policy
Studies
George Washington University
1730 K Street, NW
Washington, DC 20006
(202) 833-2530

Putting the Boys in the Picture: A Review of Programs to Promote Sexual Responsibility Among Young Males

Dryfoos, J. G. (1989).
Santa Cruz, CA: ETR Associates.

ETR Associates
Attn: Order Department
P.O. Box 1830
Santa Cruz, CA 95061-1830
(408) 438-4081

This book begins with a brief review of current literature on male involvement in teen pregnancy prevention. A short essay on the self-reported life experiences of adolescent males is followed with statistical data on the social and economic status of U.S. adolescents. The research on the determinants of adolescent pregnancy is reviewed from the point of view of understanding adolescent male roles.

Programs directed toward males are discussed. Strategies of organizations promoting male involvement and their sources of financial support are summarized. The final section presents preliminary recommendations directed toward enhancing the capacity and motivation for boys to become more sexually responsible. Priorities for action are included. The summary outlines the salient points from each section. sck (108 pages; \$19.95, plus 15% shipping/handling)

The State of America's Children 1991

Schorr, L. B. (1991).
Washington, DC: Children's Defense Fund.

Children's Defense Fund
P.O. Box 7584
Washington, DC 20077-1245
(202) 628-8787

Providing a comprehensive analysis of the status of our children, youth, and families, this report examines how the country measures up against the national education goals in the areas of family income, health, child care and development, education, youth development and teen pregnancy prevention, housing and homelessness, and at-risk children and families. It includes the following: descriptions of programs and policies that work for children and families; charts and tables showing trends in children's status and federal spending on children's programs; and action agendas for individuals, private groups, communities, states, and the nation. sck (184 pages, \$14.95)

State Issues 1990: A Survey of Priority Issues for State Legislatures

Bernau, D., Pattarozzi, C., & Rees, M. N. (1990, January).

Denver, CO: National Conference of State Legislatures.

National Conference of State Legislatures

Book Order Department
1050 Seventeenth Street
Suite 2100
Denver, CO 80265
(303) 623-7800

Priority issues confronting state legislatures in the 1990 legislative sessions are identified in this report which is based on responses from all forty-four states plus the District of Columbia and Puerto Rico with regular sessions in 1990. Nearly one-thousand issues in eighteen major policy areas are covered. It is interesting to note that under the policy issue of children, youth and families, at-risk youth and abuse and neglect were identified as the top two priorities. Additionally under the policy issue of education and finance, K-12 and at-risk youth/dropouts were identified as the top two priorities. Summary charts for all eighteen policy areas plus state-specific data for each issue are included. mcw (115 pages, \$65.00)

Teen Pregnancy (Publication No. AR-87-S5)

Rosauer, R. (1987).

Denver, CO: Education Commission of the States Distribution Center.

Education Commission of the States

Distribution Center
707 17th Street, Suite 2700
Denver, CO 80295-3427
(303) 299-3600

The Education Commission of the States' (ECS) survey of state initiatives for at-risk youth was conducted during the summer and fall of 1987, with the support of the Carnegie Corporation of New York. The goal was to identify programs and/or planning efforts in the fifty states, the District of Columbia and the three ECS member territories that address the needs of at-risk youth from preschool through high school. This ECS survey summary identifies five categories of efforts directed at either preventing teen pregnancy or minimizing negative consequences of pregnancies that have already occurred. These are primary prevention, early intervention, preventive intervention, treatment for pregnant teens and teen parenting programs. Examples of these programs are included. State task forces, commissions and committees which focus on teen pregnancy are also described. (8 pages, \$2.00)

**Teen Pregnancy: What is Being Done?
A State-by-State Look**

U.S. House of Representatives. Select Committee on Children, Youth, and Families. (1986, December).

Washington, DC: Author.

U.S. House of Representatives
House Select Children
Youth and Families Committee
385 House Office Bldg Annex #2
Washington, DC 20515
(202) 226-7660

This report contains the results of a survey of all governors on teen pregnancy and parenting in their states. The survey sought information regarding current policies and programs, needs, services, special projects, initiatives, barriers to successful programs, and recommendations on how to improve current efforts. Conclusions are drawn based on responses to the survey questionnaire. Additional and minority views are included. mcw (397 pages, no charge)

Teenage Fathers

Robinson, B. E. (1988).

Lexington, MA: Lexington Books.

Lexington Books
A Division of D.C. Heath
and Company
125 Spring Street
Lexington, MA 02173
(617) 862-6650
(800) 235-3565

This book was written to help students and practitioners understand the scope of the adolescent pregnancy problem as it affects the long-neglected father, to serve a companion for the many writings that exist on the adolescent mother, to dispel stereotypes about teen fathers, and to improve services to this group. It is a synthesis of the author's work with hundreds of teen fathers, combining scientific research with real-life examples. Chapters include (1) The Teenage Father Phenomenon, (2) Teenage Fathers: Myths and Realities, (3) Hard Truths and Tragic Consequences, (4) Psychological Adjustment of Teenage Fathers, (5) Problems in Studying Teenage Fathers, (6) Teenage Fatherhood Revisited: Adult Men Recall Their Experiences, (7) Suggestions for Practitioners, (8) Program Development for Teenage Fathers, and (9) Resources on Teenage Fathers. Practitioners, graduate and undergraduate students in health and human services fields will find this book of practical value. jeb (173 pages, \$10.95)

**Teenage Parenthood: The School's Response
(Fastback No. 264)**

Bonjean, L. M., & Rittenmeyer, D. C. (1987).
Bloomington, IN: Phi Delta Kappa.

Adolescent parenthood is a widely recognized problem with both financial and human costs. The costs of teen parenthood for health, welfare, and educational systems are discussed in this volume. Problems related to teen pregnancy are identified. Ideally, sex education should begin at home and be complemented by community and school-based programs. Guidelines to help develop effective programs are suggested. A list of national sources of information about teen pregnancy is included. sck (30 pages, \$.90)

**Teenage Pregnancy and Too-Early
Childbearing: Public Costs, Personal
Consequences (5th ed.)**

Armstrong, E., & Waszak, C. (1990)
Washington, DC: Center for Population Options.

This study focuses on the quantifiable economic impact of teenage pregnancy and a measure of what it costs the country each year in taxpayer dollars to support families begun when the mother was a teenager. Estimates of the costs of teen pregnancy are also disclosed for five states and two cities, representative of different regions around the country. The states (Vermont, Louisiana, Wisconsin, New Mexico, and Oregon) and the cities (Baltimore and St. Louis) reveal a broad range of costs for the different locales they represent. The figures for each state and city as well as a discussion of teenage pregnancy and prevention efforts in each area are included. The methodology and sources of data are also included.

Because of the rise in teen birth rates and costs of teen pregnancy, the authors express the need to reassess the strategies of the last decade used with this population. They suggest education as a key to prevention as well as access to services. sck (50 pages, \$8.00)

Phi Delta Kappa
Center on Evaluation,
Development and Research
c/o Monica Overman
Eighth Street and Union Avenue
P.O. Box 789
Bloomington, IN 47402-0789
(812) 339-1156

Center for Population Options
1025 Vermont Avenue, NW,
Suite 210
Washington, DC 20005
(202) 347-5700

Teenage Pregnancy in the United States: The Scope and the Problem and State Responses
Henshaw, S. K., Kennedy, A. M., Somberg, D., & Van Vort, J. (1989).
New York, NY: The Alan Guttmacher Institute.

The Alan Guttmacher Institute
111 Fifth Avenue
New York, NY 10003

A collection of statistics regarding teenage pregnancy, abortion, and childbearing, plus an analysis of individual states' responses to the problem is contained in this monograph. It brings together two recent studies on teenage pregnancy in the United States that were conducted by staff members of The Alan Guttmacher Institute. The first, "Patterns and Trends in Teenage Abortion and Pregnancy," provides the statistics. The second analysis, "State Teenage Pregnancy Initiatives in the 1980s: An Assessment," is a review of all "initiatives" on teenage pregnancy proposed by state legislative, gubernatorial, or administrative entities between 1982 and the end of 1988. The review focuses on the content of these proposals and on the manner in which they conform—or do not conform—with recommendations from the 1987 National Research Council report, *Risking the Future: Adolescent Sexuality, Pregnancy and Childbearing*.

Twenty-five states addressed the issue of teenage pregnancy through one or more reasonably comprehensive proposals during the period covered. The state proposals, however, appear to fall far short of the benchmark recommendations of the National Research Council. In particular, the study found that states are only putting "rhetorical emphasis" on prevention and are focusing most of their preventive efforts on "less controversial strategies such as enhancing life options and delaying sexual activity." sck (72 pages, \$16.50 prepaid)

Three Realities: Minority Life in the United States
Business-Higher Education Forum. (1990, June).
Washington, DC: Author.

Business-Higher Education
Forum
One Dupont Circle, NW,
Suite 800
Washington, DC 20036
(202) 939-9345

Prepared by the Task Force on Minorities and the Work Force, comprised of eighteen business and higher education leaders, *Three Realities* reports on the minority progress and minority problems in the United States. Although the report is concerned with "all minorities" (i.e., American Indians, Hispanics, African Americans, and Asian Americans), it relies, in the main, on data that describe the condition of African

Americans and Hispanics. These two groups make up more than ninety percent of America's minority population. Four major problems limiting minorities' full participation in the nation's economic life are cited such as (1) racism, (2) poor educational attainment, (3) the stranglehold of the inner city, and (4) the lack of participation in all aspects of the nation's economic life. The report has two fundamental goals: (1) to address ways to bring African American and Hispanic Americans more fully into our nation's economic and educational mainstream, and (2) to help clarify the terms of the public debate about minority policy and progress in this nation. Included is a series of recommendations for public policymakers, the nation's colleges and universities, and corporations in the areas of employment, public assistance, out-of-wedlock births, education, affirmative action, hiring and promotion, capital development, and franchising. sck (88 pages, \$15.00)

Too Young Parents: Costs and Consequences of Teen Pregnancy in Minnesota
Children's Defense Fund—Minnesota. (1989).
St. Paul: Author.

This report details the problems, consequences, and costs of teen pregnancy and parenthood in Minnesota. It profiles some Minnesota teens and describes the results of the largest comprehensive survey of teens ever done in the state. Each county is profiled to maximize available information about a given local area. Finally, the report details what people in many different settings can do to prevent children from becoming parents. mg (120 pages, \$8.00)

The Urban Underclass: Disturbing Problems Demanding Attention (GAO/HRD-90-52)
U.S. General Accounting Office. (1990, September).
Washington, DC: Author.

Concern has been mounting about the emergence of an underclass in the United States. While there is no universally accepted definition of the term, members of the underclass tend to experience persistent poverty, prolonged welfare dependency, more out-of-wedlock births, and high dropout rates. In addition, there is a greater likelihood that they will either become criminals or victims of crime. Members of the underclass are to be found everywhere in the United States; however,

Children's Defense Fund
Publications
122 C Street, NW
Washington, DC 20001
(202) 628-8787

U.S. General Accounting
Office
P.O. Box 6015
Gaithersburg, MD 20877
(301) 275-6241

the term is commonly applied to people who are predominantly African American or Hispanic, concentrated in urban neighborhoods. "Poor white" is also a common description of members of the underclass which some experts speculate is growing. This study briefly describes the state of research on defining and measuring the underclass. The central goal of the General Accounting Office's (GAO) work, however, is to summarize what is known about policies and programs that might be useful in developing a strategy for responding to the problems of the underclass. GAO groups these policies and programs into three main groups: (1) those that address the persistent condition of poverty, whether by prenatal and pediatric care or by education and job opportunities, (2) those that emphasize social standards and try to confront problems like drugs, welfare dependency, teen pregnancy, and gang violence, and (3) those that address urban spatial concentration via greater opportunities for people to leave depressed areas or urban development.

GAO concludes that the problems of the underclass require a multifaceted approach involving economic development, criminal justice, health, education, job training, social service, housing, and transportation programs. sck (20 pages, no charge)

Vanishing Dreams: The Growing Economic Plight of America's Young Families
Johnson, C., Sum, A., & Weill, J. (1988).
Washington, DC: Children's Defense Fund.

Children's Defense Fund
Publications
122 C Street, NW
Washington, DC 20001
(202) 628-8787

This report describes the current status of families headed by persons under age thirty; compares the economic well-being of the current generation of young families in 1986 with that of the preceding generation in 1973; and analyzes the widening gaps between young families with and without children, between young families headed by persons with the least and most education, and between younger and older families. Some of the following consequences of falling earnings and incomes among young families, decreased marriage rates and rising out-of-wedlock birth rates, growing inability to afford housing and child care, and declining health insurance coverage are examined. It also analyzes regional trends in the economic status of young families. mcw (79 pages, \$7.95)

When Children Want Children: The Urban Crisis of Teenage Childbearing
Dash, L. (1989).
New York, NY: William Morrow and Company, Inc.

This book represents the first-person, behind-the-scenes account of how the author lived for nearly eighteen months in one of the poorest ghettos of Washington, DC, so that he could break through the armor of distrust that teenage mothers and fathers had built around themselves and explain the real reasons why children want children. Using extensive dialogues from the teenagers themselves, the author carries the reader into the real world of the urban underclass, with its generational heritage as sharecroppers, to understand the lives, cultural values, motivations, and attitudes of poor black urban families. Existing educational and social services such as sex education in schools, school counseling, and health clinics are presented through the teenagers' experiences. The results present challenges to existing perceptions about why these children actually have children. This research has already changed the focus of many poverty programs in the private and government sectors and presents challenges for America as we move into the twenty-first century. sck (270 pages; \$15.00 WACSAP members, \$20.00 nonmembers)

Washington Alliance
Concerned with School
Age Parents (WACSAP)
2366 Eastlake Avenue, E.,
Suite 408
Seattle, WA 98102
(206) 323-3926

Youth Indicators 1991
(Stock No. 065-000-00446-1)
Office of Educational Research and Improvement,
Programs for the Improvement of Practice (1991).
Washington, DC: U.S. Government Printing
Office.

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402-9325
(202) 783-3238

This report offers a composite picture of American youths and the environment in which they attempt to learn. Its fifty-nine indicators cover such diverse topics as teen pregnancy, drug use, family income, family composition, work, arrests, values, and attitudes. Specific education indicators address such areas as enrollment, dropout rate, computer use, literacy, and achievement. Since many of the indicators contain data dating as far back as 1950, a historical perspective is offered. sck (148 pages, \$5.50)

LEGISLATION

Babies on Buses: Lessons from Initial Implementation of the JOBS Teen Parent Provisions

Hill, S., Greenberg, M., & Levin-Epstein, J. (1991, May).

Washington, DC: Center for Law And Social Policy.

Center for Law and Social Policy Publications
1616 P Street, NW, Suite 450
Washington, DC 20036
(202) 328-5140

Each section of this report contains findings, analysis, and a synopsis of the relevant Job Opportunities and Basic Skills (JOBS) law. It is written for state agencies, advocacy groups, educational practitioners, and policymakers working toward full implementation of the JOBS training program. This report presents discussions of the following relevant issues to be confronted when designing and developing effective teen parent JOBS training programs: outreach and case management; assessment, referral, and plans; education and employment; child care and support services; contracts; and participation requirements and sanctions. sck (48 pages; \$12.00, plus \$3.00 shipping/handling)

The Family Support Act: Child Support and Teen Parents

Roberts, P. (1991, July).

Washington, DC: Center for Law And Social Policy.

Center for Law and Social Policy Publications
1616 P Street, NW, Suite 450
Washington, DC 20036
(202) 328-5140

A synopsis of how the Family Support Act relates to teen parents and reviews what some states have done to involve teen mothers and young fathers in child support programs is presented. Recommended steps that service providers and others can take to increase participation in child support by teen parents are included. sck (6 pages; \$5.00, plus \$3.00 shipping/handling)

Family Support Act of 1988 (Public Law 100-485)

100th Congress (1988, October).

Washington, DC: U.S. Government Printing Office.

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
(202) 783-3238

This act revises the Aid to Families with Dependent Children (AFDC) program to emphasize work, child support, and family benefits; amends title IV of the Social Security Act to encourage and assist needy

children and parents under the new program to obtain the education, training, and employment needed to avoid long-term welfare dependence; and makes other necessary improvements to assure that the new program will be more effective in achieving its objectives. The following titles are included in the revised Act: Child Support and Establishment of Paternity, Job Opportunities and Basic Skills Training Program, Supportive Services for Families, Related AFDC Amendments, Demonstration Projects, Miscellaneous Provisions, and Funding Provisions. sck (86 pages)

**Implementing the Family Support Act:
Perspectives of Puerto Rican Clients**

Cruz, J. E. (1991, May).
Washington, DC: National Puerto Rican Coalition,
Inc.

National Puerto Rican
Coalition, Inc.
1700 K Street, NW, Suite 500
Washington, DC 20006
(202) 223-3915

Findings of an assessment of welfare-related experiences and perspectives of Puerto Rican Aid to Families with Dependent Children (AFDC) recipients in New York City, New York, Newark, New Jersey, and Philadelphia, Pennsylvania, are presented in this report which offers recommendations aimed at influencing the implementation of the Family Support Act of 1988 in ways that are meaningful to these families. sck (82 pages, \$10.00 members, \$7.50 nonmembers)

On My Own: Mexican American Women, Self-Sufficiency, and the Family Support Act

National Council of LaRaza. (1990, December).
Washington, DC: Author.

National Council of LaRaza
Publications Department
810 First Street, NE, Suite 300
Washington, DC 20002
(202) 289-1380

The opinions, needs, and aspirations of Mexican American women, particularly with regard to formal and informal support systems, parenting, training, education, the AFDC program, and welfare reform are highlighted in this report. It examines these issues, their relevance to the Family Support Act (FSA) implementation, and their particular significance to Hispanic Americans. This report describes the methodology of the study's first year, highlights key findings, compares these findings with other research, and describes the methodology and hypotheses to be used in the second year. Questions about implementing the Family Support Act, resulting from the first-year findings, are also presented. sck (50 pages, \$10.00)

**Welfare Reform and the Education Provisions:
Programmatic Options and Considerations**
Sherman, A., & Houseman, A. W. (1989,
September).
Washington, DC: Center for Law and Social
Policy.

Center for Law and Social
Policy
1616 P Street, NW, Suite 350
Washington, DC 20036
(202) 328-5140

This manual is an attempt to integrate the recommendations and suggestions of what does and does not work for AFDC recipients who have dropped out or not achieved necessary skills, incorporating examples from both education and human services fields that relate to the education provisions of the FSA.

The first chapter summarizes the main features of the FSA, suggesting steps that allow a state to comply with the FSA while focusing on long-term issues and outcomes. Subsequent chapters present suggestions, based on research data and recommendations from key education leaders, relevant to the design of education activities and support services for AFDC clients. These lessons are applied to a state JOBS program and the challenge of establishing a successful educational component.

Procedures for designing and implementing state JOBS program to make the strongest match between institutional resources and individual needs, the elements of a good assessment procedure, and guidelines for determining when a person has good cause for not participating in JOBS, are covered. A final chapter discusses Learnfare, an approach to providing education to AFDC teens, plus its features, problems with the model, and damage control measures. mg (143 pages, no charge)

ADDITIONAL RESOURCES

Adolescent Fathers: Directory of Services
Association of Maternal and Child Health Programs
(Comp.). (1991).
Washington, DC: National Center for Education in
Maternal and Child Health.

National Maternal and Child
Health Clearinghouse
38th and R Streets, NW
Washington, DC 20057
(202) 625-8410
(703) 821-8955 Ext. 2543

A listing of programs and organizations which provide parenting education/training, education services, vocational training/employment services, health education, social services, mental health/counseling, case management, prenatal/childbirth education, support groups, family counseling, family planning, life skills training, comprehensive health care, and recreation services to teenage fathers is provided in this directory. The author notes that extensive community outreach, conducted by employed male staff, is an important factor which facilitates paternal involvement in adolescent father programs. Yet, few programs reported outreach activities and even less reported that these were conducted by male staff. Very few programs mentioned that the impact of their services was evaluated. This information is crucial in determining what services were actually successful in achieving program goals and which services should be replicated at other sites. This directory serves as a resource and as an impetus to further program development in addressing the needs of adolescent fathers. sck (155 pages, no charge)

**A Basic Bibliography of Teen Pregnancy
Program Development and Evaluation**
Social Research Applications. (1991, January).
Los Altos, CA: Sociometrics.

Sociometrics
170 State Street, Suite 260
Los Altos, CA 94022-2812
(415) 949-3282

Included in this bibliography on teen pregnancy program development and evaluation are references to key books, monographs, chapters, and journal articles on teen pregnancy including descriptive data, prevention programs, care programs, evaluation methods, and results of evaluations. sck (12 pages, \$3.00)

Bridging the Gap: A National Directory of Services for Women and Girls with Disabilities
National Clearinghouse on Women and Girls with Disabilities. (Comp.). (1990).
New York, NY: Educational Equity Concepts, Inc.

Educational Equity
Concepts, Inc.
114 E. 32nd Street
New York, NY 10016
(212) 725-1803

Consisting of a compilation of 324 organizations, contact people, types of direct services, research, or related resource information they provide, this resource directory encompasses cognitive, emotional, health, physical, sensory, and language disabilities. Organizations that primarily serve women are included if ten percent or more of the population served are people with disabilities; moreover, other organizations providing direct services to women and girls with disabilities were also included. Classification is done by category and listed by city and state. (135 pages; \$15.00 individuals, \$25.00 institutions)

Images: Information Manual of Alternatives Guiding Educational Success
Texas Dropout Information Clearinghouse. (1988).
Austin: Texas Education Agency.

Texas Education Agency
W. B. Travis Building
1701 N. Congress Avenue
Austin, TX 78701-1494
(512) 463-9734

This resource manual, a product of the Texas Education Agency's Task Force on Dropout Prevention Study, is designed to provide Texas educators with centralized and accessible information on successful alternative education programs. Section One, Dropout Prevention and Recovery, reviews and analyzes the data, discusses the characteristics of effective dropout programs, and describes different types of programs at all grade levels and levels of intervention. Section Two describes various programs currently in use around the nation, including academic programs, truancy and discipline programs, school-age parent programs, substance abuse programs, preschool and early prevention programs, parent and family programs, and multifaceted programs. Section Three discusses programs in effect in Texas, with the following emphases: (1) curricular and remediation, (2) vocational, (3) support and service, (4) discipline management, (5) teacher training, and (6) multifaceted. A list of suggested readings and an index of Texas dropout prevention and recovery programs by county are appended. Seventy-five references are cited. (525 pages, \$10.00)

National Guide to Funding for Women and Girls
Olson, S. (Ed.). (1991, January).
New York, NY: The Foundation Center.

Descriptions of more than seven-hundred grantmakers dedicated to funding nonprofit groups committed to improving the lives of women and girls are provided. Essential information on the foundations and corporate giving programs that each year award millions of dollars in grants to a diverse range of programs is presented. Fundraisers, administrators, journalists, consultants, donors, and others tracking foundation and corporate support for women and girls are directed to funding on a wide range of topics such as child care programs, education incentives, employment initiatives, family planning, services for persons who are disabled, pregnant teen counseling, public policy, and scholarship funds. sck (\$95.00, plus \$4.50 shipping/handling)

Pregnant and Parenting Teens: Keeping Them in School

Kolb, F. A. (1987).
Andover, MA: The Regional Laboratory for Educational Improvement of the Northeast and Islands.

This publication packet contains information relating to pregnancy prevention programs and services to help adolescents who are pregnant or parents stay in school. The following are included: national organizations providing advocacy, publicity, and materials; statewide initiatives and programs in New England and New York; local programming in teen pregnancy and parenting in the Northeast and nationally; and a bibliography. (13 pages; \$2.25, plus \$2.50 postage and handling prepaid)

Resource Directory for Single Parents

Lindner, A. (1987).
Madison: University of Wisconsin at Madison, Vocational Studies Center.

This directory identifies educational options and information, financial aid resources, and programs for employment and training. Financial resources such as AFDC, WIC, WEOP, and services from city or county departments of health and social services are described and can be found in most states and many communities. sck (58 pages, \$6.50)

The Foundation Center
79 Fifth Avenue,
Department LW
New York, NY 10003-3050
(212) 620-4230
(800) 424-9836

Regional Laboratory for
Educational Improvement of
the Northeast and Islands
290 S. Main Street
Andover, MA 01810
(508) 470-1080

Vocational Studies Center
University of Wisconsin at
Madison
964 Educational Sciences
Building
1025 W. Johnson Street
Madison, WI 53706
(608) 263-2929

Sourcebook of Comparison Data for Evaluating Adolescent Pregnancy and Parenting Programs
Card, J. J., Reagan, T., & Ritter, P. E. (1988).
Los Altos, CA: Sociometrics.

Sociometrics
170 State Street, Suite 260
Los Altos, CA 94022-2812
(415) 949-3282

Included are fifty-one tables of data on antecedent, outcome, and follow-up variables related to pregnancy prevention and care. All the tables are broken down by age and race; prevention tables are also broken down by urban versus rural; care tables are broken down by fertility status (never pregnant, currently pregnant, mother of twelve-month-old, mother of twenty-four-month-old). The book contains instructions on how to compute comparison statistics and how to perform statistical tests, with illustrative examples and is intended for an audience with a range of statistical sophistication, from limited to extensive. Data is derived from the 1982 National Survey of Family Growth, Cycle III, the 1979-1985 National Longitudinal Survey of Youth, and 1984 National Birth Certificate Data. sck (87 pages, \$15.00)

Teen Parents: Selected Resources for Vocational Preparation (MDS-110)
Kallembach, S. C., Coyle-Williams, M. A., & Glaeser, M. (1990, August).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley, Technical Assistance for Special Populations Program.

National Center for Research
in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455
(800) 637-7652

To help those individuals who provide vocational assistance to teen parents—state and local administrators, special needs educators, counselors, researchers, and others—the Technical Assistance for Special Populations Program has developed a resource guide with annotated listings of relevant publications, newsletters, agencies, associations, organizations, centers for educational information/services, clearinghouses, computer-based information networks, and databases.

The guide contains information from both research and successful practice on an array of topics ranging from help in implementing the Family Support Act to guidelines for developing school completion strategies, and successful employment strategies. Materials listed in the guide are categorized by the following cluster headings of the common components of exemplary programs: program administration, curriculum and instruction, comprehensive support services,

formalized articulation and communication, and occupational experience. General background literature and additional resources are also provided. For each entry, an annotation is provided along with the price and ordering information whenever possible. An address listing for ordering the publications is included in the appendix. sck (54 pages, \$2.25 prepaid)

Teenage Pregnancy: A Research Guide to Programs and Services (Legal Research Guides Vol. No. 4)

Gillotti, P. A. (1988).
Buffalo, NY: William S. Hein & Company.

William S. Hein & Company
1285 Main Street
Buffalo, NY 14209
(716) 882-2600
(800) 828-7571

Information of use to individuals who formulate policy and draft legislation or design and implement services for pregnant and parenting adolescents is contained in this research guide. Federal policy and funding legislation are presented including a description, pertinent articles, and case citations. Information regarding congressional hearings and actions is presented to show what data and considerations form the basis of federal statutes. Innovative legislation and/or support programs in the states of Wisconsin, New York, Minnesota, Massachusetts, Pennsylvania, Georgia, and California that appear successful in their impact on problems associated with teenage pregnancy are highlighted. A guide to related literature is included on such topics as family planning/pregnancy prevention, health care, school-based clinics, statistics, legal issues, and evaluations. Annotations of indexes, computer services, and regular publications of interest are also provided. ztb (44 pages, \$25.00)

Teenage Pregnancy: Developing Life Options
American Association of Junior Leagues, Inc., &
The American Association of School
Administrators. (1988).
Arlington, VA: The American Association of
School Administrators.

American Association of
School Administrators
1801 North Moore Street
Arlington, VA 22209-9988
(703) 875-0717

This pamphlet is directed to school personnel dealing with teen pregnancy issues. Subjects which are briefly discussed include the following: nature, size, scope, and impact of the teen pregnancy problem; prevention efforts; the potential impact of education; and where to go for more information. (19 pages, bulk discount rates)

NEWSLETTERS

Newsletters, commonly written in a succinct format, are a valuable resource for obtaining the latest information regarding research, resources, and promising practices and programs concerning relevant issues in vocational education.

Agenda

Published quarterly, this newsletter provides information of its activities and public policy positions regarding immigration, bilingual education, job training, and housing laws and of the contributions made by the Council's network of Hispanic community-based organizations. Articles provide policy analysis, public information, and education on Hispanic issues. sck (no charge)

National Council of La Raza
810 First Street, NE, Suite 300
Washington, DC 20002-4205
(202) 289-1380

CDF Reports

Published monthly, this newsletter provides information about programs, policies, and activities that make a difference for children. It delivers news from Capitol Hill in Washington, DC, state legislatures, and from communities across America where people are working for children. Facts and data, organizing strategies, access to a national network of child advocates, and the latest developments in child poverty, education, teen pregnancy prevention, child welfare, youth employment, housing and homelessness, and other issues are provided. sck (\$23.95/year, \$4.50/single issue)

David Heffernan
Managing Editor
Children's Defense Fund (CDF)
122 C Street, NW, Suite 400
Washington, DC 20001
(202) 628-8787

CDF's Child, Youth, and Family Futures Clearinghouse Reports

Formerly known as the *Adolescent Pregnancy Prevention Clearinghouse Reports*, these in-depth reports provide information about problems facing the nation's teenagers and solutions to those problems. Published six times a year, the reports provide sound data, descriptions of model programs, strategies for reaching youths at risk of adolescent pregnancy, and program management information for those operating youth-serving programs. sck (\$23.95/year, \$4.50/single issue)

Children's Defense Fund (CDF)
122 C Street, NW, Suite 400
Washington, DC 20001
(202) 628-8787

Concerns

Articles on a range of education issues and policy concerns are included along with legislative updates and project updates which Council of Chief State School Officers (CCSSO) funds concerning transition, limited English proficient students, equity, and dropout youth. Articles include an overview of state activities concerning issues such as multicultural education, educational reform, health and social services for youth and families, adult literacy, partnerships, and educational and gender equity and present current legislation and resources. sck (no charge)

Family Life Matters

Published three times a year, this newsletter contains information on teaching strategies for helping young people understand their sexuality, postpone sexual activity and avoid pregnancy, HIV/AIDS education, and issues that affect American family life. Current resources and summaries of research studies are also included. sck (\$10.00 with individual membership)

FRC Report

Published three times a year, this newsletter is designed to both introduce and encourage an exchange of ideas about family service programs. It provides model program descriptions, thought-provoking dialogues, reviews of outstanding work in the family resource field, discussions of legislative and policy perspectives, and strategies for raising funds and evaluating programs. Past issues have covered such topics as adolescent pregnancy and parenting programs, building parent-school partnerships, families of children with special needs, programs for Hispanic families, incarcerated parents and their children, and the family support movement. sck (included in \$30.00/year individual membership)

NOAPP NETWORK

Published quarterly for members of the National Organization on Adolescent Pregnancy and Parenting (NOAPP), this newsletter highlights effective program models, local and state initiatives, upcoming events, new resource materials, and other important information concerning the problems resulting from teenage pregnancy and parenthood. sck (\$25.00 with individual membership, \$75.00 with organization membership)

Council of Chief State School
Officers (CCSSO)
Resource Center on
Educational Equity
One Massachusetts Avenue,
NW, Suite 700
Washington, DC 20001
(202) 393-8159

The New Jersey Network for
Family Life Education
The Center for Community
Education
School of Social Work
Rutgers, The State University
of New Jersey
Building 4087, Kilmer Campus
New Brunswick, NJ 08903
(908) 932-7929

Joan Silvern, Editor
Family Resource Coalition
(FRC)
230 N. Michigan Avenue,
Suite 1625
Chicago, IL 60601
(312) 726-4750

David W. Peterson, Editor
National Organization on
Adolescent Pregnancy and
Parenting (NOAPP)
Washington, DC Area Office
4421-A East-West Highway
Bethesda, MD 20814
(301) 913-0378

Options

The Center for Population Options' (CPO) quarterly newsletter helps keep youth workers, policymakers, practitioners, and others informed about adolescent pregnancy prevention and other adolescent health issues. In addition to reporting on teen pregnancy and AIDS prevention, this newsletter provides the latest news about CPO's programs, activities, and products and information on other current research, resources, and activities about adolescent pregnancy prevention. sck (no charge)

Robin K. Lewis, Editor
Center for Population
Options (CPO)
1025 Vermont Avenue, NW,
Suite 210
Washington, DC 20005
(202) 347-5700

PPT Express

Published four times a year (February, May, August, and November), this newsletter is designed for teachers and others working with pregnant and parenting teens (PPT). Articles include curriculum ideas, techniques for working with teen parents, program news, future conferences, resource reviews, and updates on policy making on health, education, and employment issues. sck (\$15.00/year)

Jeanne Warren Lindsay, Editor
Morning Glory Press
6595 San Haraldo Way
Buena Park, CA 90620-3748
(714) 828-1998

Public Assistance Success: The Self-Sufficiency Bulletin

Twice each month, this newsletter brings the most current news on new and innovative approaches to job training and placement, child care, education, and support services for such at-risk populations as welfare recipients, Job Training Partnership Act (JTPA) clients, persons who are disabled, the homeless, ex-offenders, battered spouses, drug abusers, and teen parents. It provides information on Congress, HUD, Health and Human Services, the Labor Department, and other federal agencies as well as updates on the latest federal policy shifts and funding opportunities. Articles illustrate how policy reforms, legislation, and regulatory changes will affect assistance efforts, how state and local programs can provide child care to self-sufficiency trainees, and how the 1988 Family Support Act relates to self-employment programs and JOBS. sck (\$199.00/24 issues)

CD Publications
8204 Fenton Street
Silver Spring, MD 20910-9935
(301) 588-6380
(800) 666-6380

TASPP BULLETIN

The focus of this biannual newsletter is on serving learners with special needs in vocational education. Featured articles address current issues and topics, research, resources, legislation, conferences, and other information of interest to professionals involved in serving students with special needs in programs and agencies at the local, state, national, and international level. sck (no charge)

Zipura Burac, Editor
Technical Assistance for Special
Populations Program (TASPP)
National Center for Research in
Vocational Education
University of Illinois Office
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

The Urban Institute Policy and Research Report
Activities and research of The Urban Institute are summarized in this newsletter published several times a year. The institute investigates the social and economic problems confronting the nation and government policies and programs designed to alleviate such problems. The newsletter includes thorough discussions of current concerns, information on recently completed research, new publications, and essays by Urban Institute analysts on issues of national importance. ztb (no charge)

Susan Brown, Editor
The Urban Institute
2100 M Street, NW
Washington, DC 20037
(202) 833-7200

Vocational Education WEEKLY

Published forty-four times a year, this newsletter (formerly the *Legislative Brief*) provides regular updates on federal funding, initiatives relating to the Carl D. Perkins Vocational and Applied Technology Act, state activities, insights into expanded opportunities for vocational education resulting from new legislation, reviews of new reports on education reform and workforce preparation, and other pertinent information concerning vocational education. Four issue papers a year on critical topics affecting the field are included in the subscription. sck (\$125.00/year)

Dale Hudelson, Editor
American Vocational
Association (AVA)
1410 King Street
Alexandria, VA 22314
(703) 683-3111

Vocational Training News

This newsletter provides timely, useful reports on the federal JTPA and the Carl D. Perkins Vocational and Applied Technology Act. Other areas of coverage include education reform, illiteracy, private industry councils, youth subminimum wage, and state education and training initiatives. sck (\$264.00/year)

Dave Harrison, Editor
Capitol Publications, Inc.
1101 King Street
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Alexandria, VA 22314-2053
(703) 739-6444 (in VA call
collect)
(800) 327-7203

AGENCIES, ASSOCIATIONS, AND ORGANIZATIONS

The following agencies, associations, and organizations generally act as an information exchange to interested individuals concerned with educational issues. Technical assistance, professional support, publications, and other pertinent information is available from these groups.

Academy for Educational Development (AED)

AED works in eighty-three countries in education, communication and information development, telecommunications, health/nutrition, agriculture and population, cultural exchange, vocational and technical training, energy management, and the arts. The School and Community Services Division in New York City has a strong commitment to excellence and equity in education and to developing links between schools and community agencies that increase educational and development opportunities for at-risk youth across the United States. Staff and consultants have extensive experience working with large urban school systems, community organizations, and foundations and other funding agencies on programs that address critical educational issues such as dropout prevention, adolescent pregnancy and parenting, literacy, and youth employment and training. *ack*

Patrick Montesano
Senior Program Officer
100 Fifth Avenue
New York, NY 10011
(212) 243-1110

American Home Economics Association (AHEA)

A professional organization of home economists, AHEA works to improve the quality of individual and family life through education, research, cooperative programs, and public information. Its foundation administers funds for AHEA, provides graduate international and national fellowship awards, and supports projects such as workshops, leadership conferences, and research. *mcw*

Karl G. Weddle
Interim Executive Director
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Alexandria, VA 22314
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(800) 424-8080

American Public Welfare Association (APWA)

APWA is a nonprofit, bipartisan organization concerned about the effective administration and delivery of publicly funded human services. Members include all state and many territorial public welfare agencies, more than twelve-hundred local and federal agencies, and several thousand individuals who work in or have an interest in public welfare programs. The objectives of APWA are to promote the development of sound and progressive national human service policies and to strengthen the professional skills of persons employed in the human service field.

Rick Ferreira, Policy Associate
810 First Street, NE, Suite 500
Washington, DC 20002-4205
(202) 682-0100

Individual members of APWA support the organization's policy agenda and receive the quarterly *APWA News* and *Public Welfare*, APWA professional journal as well as reduced rates on APWA's conferences. Agency membership in the association includes all of the state and territorial public human service departments and hundreds of local public human service agencies, in addition to the benefits of individual membership, a role in determining policy positions of the state and local councils and the annual *Public Welfare Directory*. State agencies also receive the monthly *W-Memo*. sck

American Vocational Association (AVA)

AVA is a national professional organization for teachers, supervisors, administrators, and others interested in the development and improvement of vocational education. AVA's mission is to provide educational leadership for the development of a competitive workforce. Association news, legislative information, and issues and trends in vocational education are covered in the *Vocational Education Journal* which is provided to all members as part of their membership dues. The *Vocational Education Weekly* newsletter covers legislative and other national news of interest to the field and is available on a subscription basis. mcw

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(800) 826-9972

American Vocational Association/Special Needs Division (AVA/SND)

The general purposes of AVA/SND are to (1) develop professional attitudes and standards among all personnel interested in or responsible for the development or operation of vocational programs for learners with special needs, (2) offer services to members of SND which will provide, maintain, extend, and expand quality vocational programs and services to prepare learners with special needs for employment in all occupations, (3) help members of SND keep informed about trends, plans, policies, and current happenings of VA and their implications for the development and welfare of vocational education programs and services, (4) act as a clearinghouse for the dissemination of new ideas, research, and other items which will aid in upgrading the vocational programs for learners with special needs, and (5) promote professional relationships with other agencies, organizations, and institutions concerned with learners with special needs. Members receive the *Journal for Vocational Special Needs Education*. sck

American Vocational Association/
Special Needs Division (AVA/SND)
1410 King Street
Alexandria, VA 22314
(703) 683-3111
(800) 826-9972

Girls Incorporated

Girls Incorporated (formerly known as Girls Clubs of America) programs are designed to enable girls to achieve responsible and confident adulthood, economic independence, and personal fulfillment. Operation SMART (Science, Math, And Relevant Technology), a national program to encourage the participation of girls and young women in science, math, and relevant technology, is a response to the increasing number of jobs requiring backgrounds in math and science and the low percentage of girls participating in these areas. Special populations served through this program include migrant workers, abused women, teen mothers, displaced homemakers, and senior citizens. Programming efforts focusing on adolescent pregnancy integrate sexuality education with family communication, health awareness, and career planning.

All programs developed by Girls Incorporated are researched, analyzed, and evaluated at their National Resource Center in Indianapolis, Indiana. The center contains a library and other research facilities and distributes publications and materials to parents, educators, policy makers, women's groups, and others concerned with girls. mcw

Manpower Demonstration Research Corporation (MDRC)

Primarily a research organization, MDRC designs, oversees, and studies programs intended to increase the self-sufficiency of disadvantaged persons. They have conducted several national demonstrations that have tested the effectiveness of programs for welfare recipients, teen parents, school dropouts, and other disadvantaged groups. In addition, MDRC provides state and local organizations with technical assistance and disseminates research findings in publications, conferences, meetings, government testimony, and other settings. sck

National Association of Vocational Education Special Needs Personnel (NAVESNP)

NAVESNP is an association of individuals who are involved in vocational special needs education. Members serve individuals who are disabled, disadvantaged and/or limited-English proficient individuals. Its objectives are to (1) serve as a unifying association for all personnel in the United States interested in or responsible for the development or operation of vocational education programs for learners

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New York, NY 10016
(212) 689-3700
(800) 374-4475

Judith M. Gueron, President
3 Park Avenue, MDRC
New York, NY 10016-5936
(212) 532-3200
(800) 333-MDRC

Sandy Schmitz, President
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319
(515) 281-3896

with special needs, (2) unite related state and regional units and other organizations dedicated to vocational education special needs into a national professional organization, (3) promote and maintain active leadership in vocational, career and occupational education, and (4) provide service to members of the association. Association publications include the *Journal for Vocational Special Needs Education* and the *Newsnotes* newsletter. sck

National Coalition of Hispanic Health and Human Services Organization (COSSMHO)

A private, nonprofit membership organization dedicated to improving the health and psychosocial well-being of the Nation's Hispanic population, COSSMHO pursues its mission by conducting national demonstration programs, coordinating research, and serving as a source of information, technical assistance, and policy analysis.

COSSMHO provides national leadership in identifying and responding to health and human services needs of Mexican American, Puerto Rican, Cuban American, Central American, and Latin American populations. The Coalition works primarily with community-based organizations in targeting problems for national programs, such as juvenile delinquency, child abuse, sexual abuse, adolescent pregnancy, diabetes, and AIDS. COSSMHO pursues programs in research, health promotion and disease prevention, and the education and training of health care providers. Members and affiliated institutions often serve as local sites for COSSMHO's projects. Materials development services are available for clients interested in reaching Hispanic audiences. A variety of publications are available for sale by mail through COSSMHO. Members receive *THE COSSMHO REPORTER* newsletter. mcw

1030 15th Street, NW,
Suite 1053
Washington, DC 20005
(202) 371-2100

National Foundation for Teaching Entrepreneurship to Handicapped and Disadvantaged Youth, Inc. (NFTE)

The mission of NFTE is to promote entrepreneurial literacy among economically or physically disadvantaged minority youth living in America's inner cities and to help each one start his or her own business. The Foundation's target groups include low-income black and Hispanic elementary, junior high, and high school students; pregnant teenagers; incarcerated persons; and youth who are at risk for a variety of reasons.

Steve Mariotti
64 Fulton Street, Suite 700
New York, NY 10038
(212) 233-1777

Based upon four years of successful work with fourteen hundred at-risk youths from the Greater New York Metropolitan Area, it is NFTE's premise that once these young people have been taught entrepreneurship, they themselves are society's best hope for positive social change and the reversal of the economic and psychological devastation of the inner cities.

NFTE has developed comprehensive, hands-on practical programs that guide inner-city students through the entire process of creating a small business.
mcw

National Governors' Association (NGA)

Representing the governors of the fifty states, the commonwealths of the Northern Mariana Islands and Puerto Rico, and the territories of American Samoa, Guam, and the Virgin Islands, NGA's mission is to influence national policy and apply creative leadership to the solution of state problems. Its operations are supported by member jurisdictions, and its policies and programs are formulated by the governors. Throughout the year, NGA's staff represents the governors' position to Congress, the administration, and the press; coordinates governors' testimony and other communication with the Congress and the administration on NGA positions; provides the governors with information on federal programs and policies; conducts research; and serves as a means of sharing innovative programs and emerging issues among the states.

The Association has seven standing committees on major issues: Agriculture and Rural Development, Economic Development and Technological Innovation, Energy and Environment, Human Resources, International Trade and Foreign Relations, Justice and Public Safety, and Transportation, Commerce, and Communications. Policy fields of interest to NGA include agriculture, economic development, education, environment, health, social services, training and employment, trade, and transportation. A catalogue of NGA publications is available on request. sck

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Executive Director
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Washington, DC 20001-1572
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FAX: (202) 624-5313

National Organization on Adolescent Pregnancy and Parenting, Inc. (NOAPP)

The only broad-based national resource network whose sole agenda is focused on adolescent pregnancy care and prevention issues, NOAPP works through its membership to provide information and resource sharing opportunities; promote coordinated, comprehensive programs and policy efforts at all levels; offer conferences and training events; encourage coalition building activities at the national, state, and local levels; and maintain a human resource network to address the critical issues of adolescent pregnancy care and prevention. In addition to serving as a resource center with data on programs and resources available to its members, NOAPP provides a quarterly newsletter, the *NOAPP NETWORK*. sck

Kathleen Sheeran
Executive Director
4421-A East-West Highway
Bethesda, MD 20814
(301) 913-0378

National Urban League

As a human service and civil rights organization, the National Urban League pursues its goals through direct services, research, and advocacy. It is a nonprofit service and advocacy organization promoting equal opportunity for African Americans, other minorities, and the poor. The league works to eliminate institutional racism and to provide direct service to minorities in the areas of employment, housing, education, social welfare, health, family planning, mental retardation, law and consumer affairs, youth and student affairs, labor affairs, veterans' affairs, and community and minority business development. While it continues to provide assistance in traditional areas of concern such as education, employment and training, housing, and health and social welfare, the league has been a leader in a number of new areas—teen pregnancy, single female-headed households, political empowerment, and crime in the black community. Their approach has been to utilize fully the tools of advocacy, research, bridge building, and service delivery, resulting in an organization with strong roots in the community. Their publications include *The Urban League News* newsletter and the *Urban League Review*. sck

John E. Jacob
President and CEO
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(212) 310-9000

**Office of Adolescent Pregnancy Programs
(OAPP)**

OAPP funds grants under the Adolescent Family Life (AFL) Grants Programs. These grants are for community-based and community-supported demonstration projects to find effective means of encouraging abstinence from adolescent premarital sexual activity, promoting adoption as an alternative to adolescent parenting, and establishing innovative comprehensive and integrated approaches to the delivery of services to pregnant adolescents, adolescent parents, and their children. Any public or private, nonprofit organization or agency is eligible to apply. When funds are available, an Announcement of Availability of Grants for Adolescent Family Life Demonstration Projects is published in the *Federal Register*. cdb

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Director OAPP/OPA
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Room 736 E
Washington, DC 20201
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**Planned Parenthood Federation of America
(PPFA)**

Planned Parenthood's volunteers and staff provide medical, education, and counseling services nationwide. The organization's publications include pamphlets, books, audiovisual aids, educational resources, computer games, and other items. Accurate, well-researched materials on every aspect of family planning are made available to clinics, schools, and hospitals, as well as doctors, lawyers, and journalists. sck

David Andrews
Acting President
810 Seventh Avenue
New York, NY 10019
(212) 541-7800
FAX: (212) 765-4711

The Urban Institute (UI)

UI is a nonprofit policy and research organization which investigates national social and economic problems and assesses government policies and programs designed to alleviate them. Originally focusing on urban problems, the institute's research agenda has widened to include the study of national issues that reflect, respond to, and at times anticipate the changing needs of our society. UI seeks to sharpen thinking about society's problems and efforts to solve them, improve government decisions and their implementation, and increase citizens' awareness about important public choices. Areas of research which are reflected in their publications include education, job training for teenagers, teen parenthood, immigration, and demographics. sck

Susan Brown, Director of
Public Affairs
2100 M Street, NW,
5th Floor
Washington, DC 20037
(202) 857-8702
(202) 857-8527
(Public Affairs)

Wider Opportunities for Women (WOW)

This nonprofit organization works nationally and in Washington, DC, to achieve economic independence and equality of opportunity for women and girls. WOW leads the Women's Work Force Network (WWFN) which is comprised of over four-hundred sixty independent women's employment programs and advocates in forty-nine states plus the District of Columbia. Each year WOW's network serves more than a quarter of a million women seeking employment information, counseling, training, and jobs. Through some of its current projects, WOW consults with school systems to improve vocational education opportunities for women and girls, provides staff development to organizations interested in teaching literacy in the contexts of employment or intergenerational programs, and provides technical assistance to the national job training community on nontraditional employment.

Publications on WOW advocacy and research activities concerning vocational education programs for women and girls are available for sale by mail. Contact WOW for a publications list. mcw

Women's Equity Action League (WEAL)

This nonprofit, national membership organization acts on women's economic issues through research, education, litigation, and legislative advocacy. A list of publications reflecting WEAL activities (including information on career counseling, vocational programs, and technical skill training programs) is available on request. sck

Work, Achievement, Values and Education, Inc. (WAVE)

Formerly known as 70001 Training & Employment Institute, WAVE, Inc. (Work, Achievement, Values and Education) operates a network of local sites and provides training services to community-based organizations, schools, and government agencies across the country to address dropout prevention and recovery. This national, nonprofit organization's ongoing objective is to help as many young people as possible capitalize on their abilities and prepare them for a lifetime of achievement. WAVE has developed programs that offer skills training, assistance to teen parents, and literacy upgrading. mcw

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Lower Level
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Vocational Education Intern
1250 Eye Street, NW, Suite 305
Washington, DC 20005
(202) 898-1588

Larry Brown, President
501 School Street, SW,
Suite 600
Washington, DC 20024
(202) 484-0103
(800) 274-2005

CENTERS FOR EDUCATIONAL INFORMATION/SERVICES

The centers and/or offices listed herein provide a variety of information, resources, and referral services concerning issues relating to teen parent programs.

ACCESS ERIC

ACCESS ERIC acts as a gateway to ERIC, the Educational Resources Information Center. As the outreach component of the system, it promotes services and products and acts as a referral service between the system and its users. This service, available toll free, helps keep education practitioners, librarians, policymakers, researchers, and students informed of information offered by ERIC and other education information service providers. The staff answers questions, refers callers to subject-specific information sources, and provides ERIC System publications. In addition, it maintains education-related databases available to the public online through GTE Education Services and in hard copy. jeb

Department CCE
1600 Research Boulevard, 3C
Rockville, MD 20850
(800) USE-ERIC
FAX: (301) 251-5212

Center for Law and Social Policy (CLASP)

CLASP is a national public interest law firm that provides representation on family policy issues, including income support, education, child care, job training, and child support. Currently, they are carrying out a program for state implementation of the Family Support Act which focuses on the key child support and JOBS provision of the act. sck

Alan W. Houseman
Executive Director
1616 P Street, NW, Suite 450
Washington, DC 20036
(202) 328-5140
FAX: (202) 328-5140

Center for Population Options (CPO)

A nonprofit educational organization, CPO is dedicated to enhancing opportunities for young people through its work in teen pregnancy prevention and other educational programs. CPO's programs are designed to improve adolescent decision making through education in life-planning and other educational programs, improve access to reproductive health care, promote the development of school-based clinics, and prevent sexually transmitted diseases. CPO publishes a quarterly newsletter, *Options*, and other resources relevant to teen pregnancy prevention. jeb

Judith Senderowitz
Executive Director
Robin Lewis
Communications Manager
National Office
1025 Vermont Avenue, NW,
Suite 210
Washington, DC 20005
(202) 347-5700
(National Office)
FAX: (202) 347-2263

Center for Public Advocacy Research, Inc.

The Center for Public Advocacy Research, Inc. is an independent, nonprofit research and advocacy organization aimed at promoting economic self-sufficiency among the economically disadvantaged and politically disenfranchised (giving priority to women, children, and low-income families). The center examines public policy in relation to adolescent pregnancy and parenting, employment, education, and childcare. Sample research projects have included a study of services to pregnant, parenting, and sexually active youth in New York City and a study of the barriers to corporate and union support for expanded employee benefits for working families. The center publishes its research results and sponsors conferences.
mcw

Naomi Fatt
Executive Director
12 W. 37th Street
New York, NY 10018
(212) 564-9220

Center for Rural Education and Small Schools

The center was approved by the Kansas Board of Regents and established as a part of the College of Education at Kansas State University in 1978. The center's efforts focus upon the improvement of education in the rural and small schools of Kansas and the regional area served by Kansas State University. Coordinating and conducting research, developing strategies and delivery systems, disseminating information, and developing cooperative relationships with other groups interested in rural education are some of its activities. Ongoing projects and research addressing rural education include a rural special education teacher training project, a single parent/displaced homemaker project, and a project to improve computer education and sex equity in computer use in rural classrooms (grades 4-8). Publications include a periodic newsletter, *Education RFD*, and single topic fact sheets, *Timely Topics*. sck

Barbara Havlicek
College of Education
Kansas State University
124 Bluemont Hall
Manhattan, KS 66506
(913) 532-5886

Center on Evaluation, Development, and Research (CEDR)

CEDR disseminates information about current developments in educational research. Research findings are reported in publications, workshops, and seminars. CEDR emphasizes the practical applications of research, especially those findings that have implications for improvement of teaching and administrative skills. Publications include the *Hot Topics* series, containing many of the best reports or articles concerning a specific subject, monographs, research bulletins, and other various documents. Services and activities available from the center include

Phi Delta Kappa
Larry Barber, Director
Willard Duckett
Assistant Director
Eighth Street and Union Avenue
P.O. Box 789
Bloomington, IN 47402-0789
(812) 339-1156
(800) 766-1156
FAX: (812) 339-0018

access to the CEDR database, an annual needs assessment to determine topics of interest to educators, workshops, seminars, and networking. sck

Children's Defense Fund (CDF)

CDF exists to provide a strong and effective voice for the children of America. The Organization pays particular attention to the needs of poor, minority, and disabled children and families. CDF's goal is to educate the Nation about the needs of children and encourage preventive investment in children before they get sick, drop out of school, or get into trouble. A private, nonprofit organization supported by foundations, corporate grants, and individual donations, CDF maintains three state offices and reaches out to communities across America. Publications include the *CDF Reports* monthly newsletter, state reports, books, videos, and other tools for advocates.

CDF has launched a major, long-range campaign to prevent teen pregnancy and alleviate the multiple problems faced by adolescent and female-headed households that lead to increased child and maternal poverty rates. CDF calls for incentives to remain in school, job training programs, and employment opportunities, as well as emphasizing basic skills development and comprehensive health services. sck

Delia Pompa, Director
Education, Adolescent
Pregnancy Prevention, and
Youth Development Division
122 C Street, NW
Washington, DC 20001
(202) 628-8787

Community of Caring, Inc.

The Community of Caring is a values-based educational and support program for students, parents, educators, and staff in high schools and middle/junior high schools. With more than a decade of experience in working with teens on issues ranging from adolescent pregnancy to AIDS and child abuse and neglect, the Community of Caring can demonstrate the effectiveness of values education in encouraging teens to make responsible decisions and to build caring relationships. Through instructional materials, subject guides, training seminars, and teen/parent/teacher forums, the Community of Caring helps to create a school environment in which universal values such as trust, caring, respect, responsibility, and family are taught both directly in the classroom and indirectly through daily interactions of students and adults. cjc

1350 New York Avenue, NW
Suite 500
Washington, DC 20005-4709
(202) 393-1250

Family Research Council (FRC)

FRC is an independent, nonpartisan, nonprofit division of Focus on the Family. Their purpose is to ensure that the interests of the family are considered and respected in the formation of public policy. They strive to build an understanding of the pro-family agenda in the legislative and executive branches of the federal government by lobbying, testifying on key legislation, and publishing written policy positions. sck

Focus on the Family
601 Pennsylvania Avenue, NW,
Suite 901
Washington, DC 20004
(202) 393-2100

Family Resource Coalition (FRC)

The mission of FRC is to build support and resources within communities that help to strengthen and empower families and enable parents to foster the optimal development of their children. The coalition provides technical assistance and/or training to the following groups: individuals, agencies, and organizations interested in starting family support programs or enriching their existing services; city, regional, and state officials developing family support and prevention initiatives; and funders and grantmakers evaluating proposals or creating guidelines for funding family support/prevention services. Separately and with other organizations, FRC develops policy positions and legislation on issues affecting families. It maintains the only national clearinghouse on family support and parenting programs and provides parents across the country with an information and referral service to help them locate programs close to their homes. Periodicals include the *FRC Report* and the *FRC Connection*. sck

Gail C. Christopher
Executive Director
Carole Levine, Director of
Technical Assistance
230 N. Michigan Avenue,
Suite 1625
Chicago, IL 60601
(312) 726-4750

Illinois Caucus on Teenage Pregnancy (ICTP)

The ICTP Network is a statewide organization of individuals and groups concerned with issues related to teenage pregnancy. Their mission is to provide education, technical assistance, and advocacy that emphasize both adolescent pregnancy prevention and support for pregnant and parenting teens. They also maintain offices in Carbondale and Galesburg. sck

Diane Fager
Coordinator of Welfare and
Employment Advocacy
100 W. Randolph Street,
Room 6-248
Chicago, IL 60601-3272
(312) 621-0023

March of Dimes Birth Defects Foundation

Dedicated to the prevention of birth defects and support for children and young people born with birth defects, the March of Dimes provides research, public education, and medical service related to prenatal care, AIDS prevention, and care for those with birth defects. Their publications, educational kits, and audiovisuals provide information for students, adults

Ann McGovern
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White Plains, NY 10605
(914) 428-7100
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of childbearing age, and pregnant women. Professional education publications are also available. jeb

National Diffusion Network (NDN)

NDN sponsors over one-hundred exemplary programs that can be used to achieve the National Goals for Education issued by the President and the Nation's governors in February, 1990. Administered by the U.S. Department of Education, NDN provides funds to disseminate information about exemplary programs to schools, colleges, and other institutions throughout the country. These programs and their sponsoring schools and organizations, the NDN State Facilitators, and the Private School Facilitator form a resource network that helps other schools adopt programs for their own use to improve the education of their students. NDN programs have been field-tested with students and are proven effective. Every program has been evaluated locally and approved by a panel of the U.S. Department of Education. Types of projects include Developer Demonstrator Projects, developed by local schools; Dissemination Process Projects, large scale programs run by national organizations; and State Facilitator Projects, which serve as in-state links between NDN programs and local schools interested in implementing the programs. Subjects covered include communication, programs for people who are disabled, educational reform, career and vocational education, and dropout prevention programs. jeb

Office of Educational Research
and Improvement
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208-5645
(202) 219-2134

National Maternal and Child Health Resource Center

The center promotes the improvement of health and related services for children with special health care needs. Resource center activities include the following: (1) maintenance of an information clearinghouse, (2) the conduct of research and preparation of reports, (3) the provision of consultation and technical assistance to agencies, institutions, and organizations, (4) the planning, design, and implementation of education and training materials and programs, and (5) the conduct of advocacy activities. sck

John C. MacQueen, Director
Josephine Gittler, Co-Director
College of Law Building
University of Iowa
Iowa City, IA 52242
(319) 335-9073

National Net

National Net is a technical assistance network for evaluating the effectiveness of teen-pregnancy impact programs. Technical assistance with evaluation design is provided free of charge for all interested parties. Assistance with later phases may be free or can be

Social Research Applications
Marv Eisen
170 State Street, Suite 280
Los Altos, CA 94022
(415) 949-3482
FAX: (415) 949-3299

provided on a fee-for-service basis. National Net provides periodic training for self-evaluation by teen-pregnancy program administrators. jeb

New Jersey Network on Adolescent Pregnancy (NJNAP)

NJNAP is a voluntary association of organizations and individuals focusing on public policy development and seeking solutions to social problems. Activities of the NJNAP are carried out on the local level in county networks. The Rutgers' office of NJNAP exists to provide services to the county networks and their affiliate agencies. Rutgers provides technical assistance and consultation; the *Exchanges* quarterly newsletter; statewide and county resource directories; seminars, conferences, and training programs; a resource center of printed and audio-visual material; a clearinghouse concerned with program and policy development; and statewide planning regarding adolescent pregnancy, teen parenting, and related issues. cdb

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Rutgers-The State University
73 Easton Avenue
New Brunswick, NJ 08903
(201) 932-8636

New York State Council on Children and Families (CCF)

The New York State CCF is charged with ensuring the coordination of services to children and families in order to achieve the most effective human services system possible. Its mandate is to develop "more efficient organization and operation of state/local, public/voluntary system of social, educational, mental health, and other supportive and rehabilitative services to children and families." jeb

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Corning Tower, 28th Floor
Albany, NY 12223
(518) 474-6293

Parents Too Soon (PTS)

Built upon interagency coordination at the state and local levels, PTS is an Illinois' initiative created to promote teen pregnancy prevention and positive parenting among teens who become parents too soon. PTS funds over 125 community-based programs designed to improve the health of teen mothers and their babies, prevent school dropout, prevent child abuse and neglect, promote teen male responsibility, and reduce welfare dependency. The PTS programs have been shown to reduce overall teen births and infant deaths, increase the birthweight of babies born to teens, and successfully train participants and place them in jobs. The toll-free hotlines provide referrals to pregnant and parenting teens in Illinois. A database of articles on teen pregnancy is also available. jeb

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535 W. Jefferson
Springfield, IL 62761
(217) 782-0554
(800) 422-5587 (in IL)
(800) 545-2200 (in IL)
FAX: (217) 782-4890

Project on Equal Education Rights (PEER)

A project of the National Organization of Women Legal Defense and Education Fund, PEER is one of the leading national advocacy groups of educational equity for women and girls of all racial and ethnic groups. PEER's strategy for change includes public policy research and analysis on critical new issues, organizing for equity at the local level, and advocacy for equal education at the federal level. Since its inception in 1974, PEER has conducted advocacy projects and research studies that raise serious questions about the link between gender stereotyping and dropping out of school, early parenting, continued occupational segregation, and the overall prospects for economic security and well-being of women and girls in this country. Publications include public policy papers, annual updates, equity action kits, and special reports. jeb

Helen Neuborne
Executive Director
c/o NOW Legal Defense and
Education Fund
99 Hudson Street, 12th Floor
New York, NY 10013
(212) 925-6635
FAX: (212) 226-1066

Resources in Special Education (RiSE)

RiSE, sponsored by the California State Department of Education, Special Education Division, provides information and resources for individuals and organizations interested in the education of children with exceptional needs in California. Exemplary program overviews, best practices, current research and reports, materials for staff development, and information on Special Education Division projects and activities are available through the statewide lending library and RiSE publications. RiSE provides reference and referral services from an extensive resource collection, maintains two electronically accessible databases, publishes training and information manuals, and produces a bimonthly newsletter, the *Special EDge*. A list of publications is available upon request. sck

650 Howe Avenue, Suite 300
Sacramento, CA 95825
(916) 641-5925
FAX: (916) 641-5871

Support Center for Educational Equity for Young Mothers

The Support Center was established to serve as a resource to policymakers, practitioners, and service providers working to improve educational opportunities for women who began childbearing before graduating from high school. Staff at the Support Center conduct research, produce reports, provide training, and offer technical assistance. The Support Center is a project of the School and Community Services division of the Academy for Educational Development. This division is committed to the notion of educational reform that stresses both excellence and equity. Much of its work focuses on

Constancia Warren, Director
Academy for Educational
Development
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New York, NY 10011
(212) 243-1110

four primary objectives: (1) improving the access of poor youth to educationally sound programs, (2) reducing school dropout rates, (3) preventing adolescent pregnancy, and (4) improving school-to-work transition. sck

Support Center for School-Based Clinics

A project of the Center for Population Options, the Support Center for School-Based Clinics is a national resource for practitioners serving young people with comprehensive health care in a school-related setting. Begun in 1985, the center works to facilitate communication among School-Based Clinic practitioners, policymakers, and advocates; assists in program development; consults on program operations; cooperates in the evaluation of the school-based clinic model; assesses public policy initiatives; and projects trends for the field. The center provides technical assistance, training, an annual conference, publications, and a quarterly newsletter on program and policy developments. sck

Jean Hyche-Williams, Director
Center for Populations Options
1025 Vermont Avenue, NW
Suite 210
Washington, DC 20005
(202) 347-5700

Technical Assistance for Special Populations Program (TASPP)

TASPP is a service function of the National Center for Research in Vocational Education at the University of California at Berkeley. Housed in the University of Illinois site, it is designed to assist in the improvement of vocational education programs for youth and adults with special needs. TASPP's goals are to provide comprehensive resource and referral services to practitioners, researchers, and policymakers working in vocational education with special needs populations at the secondary and postsecondary level; initiate and support networks of professionals serving the vocational education needs of special groups; and provide targeted technical assistance on selected topics or problems crucial to improving the quality of vocational education programs provided to special populations. TASPP activities include conducting workshops; publishing a quarterly newsletter, *TASPP BULLETIN*, and a topical series, *TASPP BRIEF*, on critical issues and policy options; and developing appropriate materials for national distribution. sck

National Center for Research
in Vocational Education
University of Illinois
Carolyn Maddy-Bernstein
Director
Department of Vocational and
Technical Education
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807
FAX: (217) 244-5632

Vocational Education Resource System (VERS)
Funded by the Career-Vocational Education Division of the California Department of Education, VERS is a comprehensive technical assistance and information referral system. It assists career-vocational teachers, counselors, and administrators to improve and expand programs and services for special population students. Technical assistance to educators in areas such as integration of vocational and academic education, program administration, instructional strategies, fiscal and accountability, and grantwriting is provided. VERS offers regional workshops, inservice training, and telephone consultation to educators throughout California. In addition, it also operates the Special Populations Library, offering audiovisual, textbooks, curriculum guides, reports and other publications for loan to educators, especially those working with special needs students. jeb

Tony Apolloni, Director
California Institute on
Human Services
Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928
(707) 664-2416
FAX: (707) 664-2417

Work, Achievement, and Values in Education (WAVE)

WAVE) program is a four-level, competency-based curriculum designed to help at-risk young people in grades nine through twelve to improve their prospects for academic and personal success. Specifically, WAVE endeavors to reduce absenteeism, improve grades, and enhance self-esteem for at-risk youth including dropouts, pregnant and parenting teens, and adjudicated youth. WAVE students learn about the world of work and the connections between school and work in a variety of classroom and experiential activities. WAVE consists of a teacher-training package, a comprehensive curriculum, and motivational and leadership activities for students. It is designed to be effective as a separate program and/or operate in conjunction with existing dropout prevention programs. On-going technical assistance is provided by the Work, Achievement, Values and Education staff (formerly known as 70001 Training & Employment Institute). mcw

Alta J. Cannaday, Vice President
Program Development
Work, Achievement, Values
and Education
501 School Street, SW,
Suite 600
Washington, DC 20024-2754
(202) 484-0103
(800) 274-2005
FAX: (202) 488-7595

CLEARINGHOUSES

The following clearinghouses provide specialized information and technical assistance to teachers, administrators, counselors, policymakers, parents, students, and others interested in the issues of serving teen parents and adult single parents in vocational education programs. Available services may include information responses by letter, telephone, or electronic interaction; access to a computer-based information network; individualized computer searches; specialized projects; conference presentations; and telephone consultations. Publications may include the following: newsletters, bibliographies, monographs, journal columns and articles, fact sheets and resource papers, resource directories, and referral lists.

ACCESS

ACCESS provides computerized information on a wide range of topics on public education to parents and citizens who wish to become involved in efforts to improve their public schools. Housed by the National Committee for Citizens in Education, **ACCESS** is made possible through a grant from the MacArthur Foundation. Information from searches includes summaries of books, reports, studies, and articles; legal information on federal legislation, state statutes, court rulings; and organizations—national, state, and local. Resources and printouts are available on a variety of topics including single parents, effective schools through school-based improvement, college opportunities for learning disabled students, dropouts, effective schools and school-based improvement, and public school choice. jeb

The Information Clearinghouse
About Public Schools
National Committee for
Citizens in Education
10840 Little Patuxent Parkway
Suite 301
Columbia, MD 21044
(301) 997-9300
(800) 638-9675
FAX: (301) 997-7583

CDF's Child, Youth, and Family Futures Clearinghouse

This clearinghouse, established to collect information and report on successful models, programs, and strategies, is part of CDF's ongoing effort to prevent teen pregnancies and alleviate the range of problems facing adolescent- and female-headed households. It provides information and technical assistance on preventing teen pregnancy and other life-limiting behaviors through developing capacity and motivation. The staff responds to calls and requests for information on the connection between adolescent pregnancy and broader life options particularly in youth employment, health, child welfare, and education for youth. In addition to their work with community organizations, individuals, and local teen pregnancy programs, the clearinghouse helps state, national, and regional organizations and institutions. Six reports are published annually on topics such as child poverty, education tracking, and maternal and child health. jeb

Ray O'Brien, Contact Person
Children's Defense Fund (CDF)
122 C Street, NW, Suite 400
Washington, DC 20001
(202) 628-8787 (Ext. 245)
FAX: (202) 783-7324

ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE)

The ERIC Clearinghouse provides comprehensive information services in adult and continuing education; career education, childhood through adult; and vocational and technical education. Publications include in-depth reviews, *Digests* that summarize information on selected topics, *Trends and Issues Alerts* that provide information on emerging trends and issues, and *Practice Application Briefs* that are based on research findings. Services include computer searches and referrals. sck

Judy Wagner
Assistant Director for
Dissemination
ERIC/ACVE
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353
(800) 848-4815
FAX: (614) 292-1260

ERIC Clearinghouse on Counseling & Personnel Services (ERIC/CAPS)

CAPS is one of the sixteen subject-oriented clearinghouses of the ERIC system. The clearinghouse's scope includes the preparation, practice, and supervision of counselors at all educational levels and in all settings; the theoretical development of counseling and guidance; personnel procedures such as testing and interviewing and the analysis and dissemination of the resultant information; group work and case work; the nature of pupil, student, and adult characteristics; and personnel workers and their relation to career planning, family consultations, and student orientation activities. ERIC/CAPS offers professionals products such as monographs, special issues papers, recent studies, computer search analyses, bibliographies and digests, as well as a quarterly information bulletin featuring clearinghouse activities, products, and articles on timely topics. The clearinghouse's staff also offers question-answering services; computer searching of the ERIC database; on-site user services with a complete ERIC microfiche collection at the ERIC Resources Center; and national, state, and local workshops on high-priority counseling concerns. sck

Christine Eldred
University of Michigan
School of Education,
Room 2108
610 E. University Street
Ann Arbor, MI 48109-1259
(313) 764-9492
FAX: (313) 747-2425

Girls Incorporated National Resource Center

As a service of Girls Incorporated (formerly known as Girls Clubs of America), the Girls Incorporated National Resource Center acts as a clearinghouse to disseminate information concerning gender inequities and other societal issues facing today's girls and young women. Information is available on a wide range of topics that relate to girls such as adolescent development, pregnancy prevention, and sexuality; career development and employment; gender roles and relationships; positive environments; and math, science, and new technology. The center contains

Heather Nicholson, Director
441 W. Michigan Street
Indianapolis, IN 46402
(317) 634-7546

over five-thousand monographs, studies, texts, films, filmstrips, cassettes, videotapes, and periodicals and focuses on statistical information, research about girls and young women, and model programs for serving girls in informal education. Publications and materials are available to parents, educators, policymakers, women's groups, and others concerned with girls and young women. jeb

National Clearinghouse on Women and Girls with Disabilities

Established by the Women and Disability Awareness Project (sponsored by the Educational Equity Concepts organization), this clearinghouse provides information on services for women and girls with disabilities, defined to include physical, sensory, language, cognitive, emotional, and health disabilities. Services of the clearinghouse include maintaining a database, providing references and referrals, developing a communication network, and conducting public education regarding women and girls with disabilities. jeb

Ellen Rubin
114 E. 32nd Street
New York, NY 10016
(212) 725-1803

National Dropout Prevention Center (NDPC)

NDPC gathers, analyzes, and disseminates information to individuals and groups involved in school dropout prevention efforts. NDPC's mission is to significantly reduce the dropout rate in schools by helping to develop public-private partnerships between schools, businesses, and communities to meet the needs of at-risk youth. It publishes the quarterly *National Dropout Prevention Newsletter*, *A Series of Solutions and Strategies* serial, and numerous topical publications; maintains the FOCUS database on dropout prevention; and manages the National Dropout Prevention Network, a membership-based organization of over twenty-five hundred professionals involved in school dropout prevention efforts. The annual National Dropout Prevention Conference is a major activity of the network. jeb

Jay Smink
Executive Director
Marty Duckenfield
Data Management and
Research Analyst
Clemson University
Clemson, SC 29634-5111
(803) 656-2599
(800) 443-6392
(800) 868-3475 (SC only)
FAX: (803) 656-0136

COMPUTER-BASED INFORMATION NETWORKS

Computer-based information networks provide instantaneous on-line communication and database services. These networks are an efficient method of communicating with other school districts, agencies, clearinghouses, and institutions of higher education and keeping abreast of the latest legislation, programs, funding, resources, and other pertinent information concerning relevant issues in education.

ADVOCNET

The National Center for Research in Vocational Education (NCRVE), University of California at Berkeley, manages ADVOCNET, a national electronic mail system linking adult, vocational, and technical educators, administrators, and others. The service features message exchanges, bulletin boards, and teleconferencing. The network serves to inform the vocational community nationwide about meetings, workshops, conferences, new products, and other information of special interest.

David Carlson
Administrative Assistant
National Center for Research
in Vocational Education
1995 University Avenue,
Suite 375
Berkeley, CA 94704-1058
(510) 642-3798
(800) 762-4093
FAX: (510) 642-2124

ADVOCNET provides access to people and information throughout the nation in a variety of ways which include communicating with other users effectively; sending messages to many users at once by using mail distribution lists; composing messages on your personal computer and uploading them, or composing messages online; sending data files or formatted documents, even spreadsheets and word processing documents, to other users; accessing news and information services and online database services, including VECM, RIVE, and ERIC; and posting and reading ADVOCNEWS bulletin board items on a variety of subjects. ADVOCNEWS is an electronic bulletin board for the exclusive use of ADVOCNET members. Announcements and requests can be posted in many categories, including meetings, jobs, special needs, new products, legislation, and requests.

All that is needed to access ADVOCNET is a personal computer or terminal, modem, phone line, and subscription through BT North America Inc., the vendor. Technical assistance is available toll free from NCRVE and from the vendor, BT North America, Inc. Online help, an interactive online tutorial, and printed documentation is also available to users. For subscription information, contact BT North America, Inc., 2560 N. First Street, P.O. Box 49019, San Jose, CA 95161-9019, (800) 872-7654. sck

SpecialNet

The world's largest computer-based information network for education professionals, SpecialNet consists of three parts—electronic mail, bulletin boards, and databases. It provides quick and easy communication from classroom teachers to administrators in county, state, and federal offices of education. More than forty national bulletin boards including Independent.Living, Litigation, LRE, Program.Eval, and Voced.Transition are available along with over fifty active state bulletin boards. SpecialNet's databases consist of several types, including specialized databases such as Program Evaluation and topical databases which include archived information taken from many SpecialNet bulletin boards and stored so users can locate information on a specific topic. SpecialNet is available on a subscription basis twenty-four hours a day, seven days a week, through virtually any telephone in the United States and Canada, as well as seventy additional countries worldwide. sck

**GTE Education Services, Inc.
Subscription Services
8505 Freeport Parkway,
Suite 600
Irving, TX 75063
(800) 468-8550**

DATABASES

Databases provide a wealth of pertinent information regarding special needs populations to interested parties.

EDLINC

EdLINC is a national network offering free services to professionals in resource media, information, library, and service centers. The network is for anyone responsible for finding, recommending, and purchasing new materials, and providing current information on instructional materials and school products (e.g., tests, software, books, multimedia, computer and audiovisual equipment, school supplies). EdLINC is designed to help meet the needs of teachers, administrators, students, and allied educational professionals.

EdLINC provides up-to-date information through the EdLINC Database, a free electronic catalog information service that enables educators to find the most appropriate materials to match their needs quickly and also a monthly newsletter, a membership directory to encourage member interaction, and its national annual convention. The goal of EdLINC is to promote better education through better information. jeb

Victor E. Fuchs, Director
P.O. Box 14325
Columbus, OH 43214
(800) 736-1405
(8AM-5PM, M-F EST)
FAX: (614) 433-0852

ERIC

The Educational Resources Information Center (ERIC), sponsored by the OERI, U.S. Department of Education, is designed to provide users with ready access to primarily the English language literature dealing with education. It includes databases, abstract journals, microfiche, computer searches, document reproduction, and analyses and syntheses. ERIC maintains the world's largest education database that covers all aspects of education and is accessible in most university, state, and large city libraries in at least one of four formats: (1) manual indexes, (2) microfiche collection, (3) on-line service, and (4) CD-ROM retrieval system. jeb

U.S. Department of Education
Office of Educational Research
and Improvement (OERI)
555 New Jersey Avenue, NW
Washington, DC 20208-5720
(202) 219-2289
(800) USE-ERIC
FAX: (202) 219-1817

Family Resources Database

This database consists of a computerized core collection of literature, programs, directories, and services of the family and allied fields. It represents the largest interdisciplinary collection of family-related information in the world and fills information gaps among health sciences, psychology, sociology, education, social work, law, home economics, and other disciplines. Over one-hundred thirty subject

National Council on Family
Relations
1910 W. County Road B,
Suite 147
St. Paul, MN 55113
(612) 633-6933

areas representing the interdisciplinary family field are covered in the database which can be accessed worldwide in reference departments of university, college, and public libraries; medical centers and hospitals; or independently by personal computer. sck

Library and Information Network (LINK)

This database has several components. The library file contains entries of articles, reports, monographs, and books. The clearinghouse files contain entries about brochures, programs, curricula, and audiovisual materials on all aspects of sexuality education. Customized searches provide the information needed to develop programs or publications. In addition, LINK library staff will tap into DIALOG or BRS—extensive databases on medicine, education, and policy—for a minimal cost. job

National Information Center for Educational Media (NICEM)

The NICEM database covers the entire spectrum of nonprint media intended for use in the educational field from preschool to graduate and professional school levels and for vocational training. Librarians, media specialists, curriculum planners, educators, trainers, and researchers can select from among thousands of programs available from a variety of producers and distributors.

All subject areas that apply to learning are included in the database. Heavily covered subject areas include vocational and technical education, and guidance and counseling. Special education information is also available. NICEM continues to acquire and collate information from a number of sources including producer and distributor catalogs for nonprint materials, the Library of Congress media centers, colleges, universities, and libraries.

Research in Vocational Education (RIVE)

RIVE is a specialized database covering ongoing and recently completed projects in the field of vocational education. It also indexes the products and reports resulting from those projects. Special emphasis is given to the research, personnel development, and curriculum development activities funded under the Carl D. Perkins Vocational and Applied Technology Education Act.

Planned Parenthood Federation of America

Gloria A. Roberts, Head Librarian
Mark Carter, Education
Specialist
Education Department
810 Seventh Avenue
New York, NY 10019
(212) 261-4637 (Library)
(212) 261-4628 (Clearinghouse)
FAX: (212) 247-6269

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Researchers may avoid duplication of effort by searching RIVE before applying for federal or state funds. RIVE may be used to study trends in funding, such as amount or duration of study, and may be of use to professionals in the field of vocational education for identifying new developments and projects.

RIVE includes descriptive abstracts of most project proposals. Projects in all fields of vocational education are covered including adult education, basic skills education, bilingual vocational education, curriculum development, gifted and talented programs, job placement, personnel development, and rural education.

The database is available through BRS Information Technologies. Many larger libraries subscribe to BRS and conduct searches on request. The National Center for Research in Vocational Education (NCRVE) also conducts searches for clients. NCRVE works with state program improvement officers and the federal Office of Vocational and Adult Education to maintain the content of the database. BRS and NCRVE also provide technical support to database users. For subscription information, contact BRS Information Technologies, Inc., 8000 Westpark Drive, McLean, VA 22102, (800) 289-4277. sck

TASPP Computerized Information Base

TASPP has designed a computerized information base exclusively for practitioners, researchers, and policymakers regarding vocational education programs for special needs populations. Custom designed information searches are made available at no charge on topics such as transition, at-risk youth and adults, limited-English proficient students and immigrants, teen pregnancy, rural and urban education, and integrating vocational education and academics.

Entries contained in the base include the following: reference materials including the most recent research reports, monographs, state reports, organizational initiatives, program development manuals, journals, and newsletters; organizations, associations, and agencies; centers for educational information/services including curriculum centers, clearinghouses, computer based-information networks, and databases; names and addresses of contact persons in state and national agencies, associations, and organizations; and exemplary programs/practices identified by TASPP staff.

National Center for Research
in Vocational Education
Technical Assistance for
Special Populations Program
University of Illinois
Department of Vocational and
Technical Education
345 Education Building
1310 S. State Street
Champaign, IL 61820
(217) 333-0807

This computerized information base is accessible by writing or calling the TASPP staff at the above address and telephone number. sck

Vocational Education Curriculum Materials (VECM)

The Vocational Education Curriculum Materials (VECM) database is a comprehensive centralized computerized database of information on curriculum materials. Its development was the result of a cooperative effort by the six Curriculum Coordination Centers (CCCs) of the National Network for Curriculum Coordination in Vocational Technical Education (NNCCVTE) and the National Center for Research in Vocational Education (NCRVE).

Only current vocational and technical curriculum materials that have national availability appear in VECM. About six-thousand records of both print and nonprint materials (including about eleven-hundred microcomputer courseware entries) are now in the database, and the number is continually increasing. An important recent emphasis has been on the entry of information on curriculum materials for special needs populations. Each VECM entry includes the following information about the curriculum product: title, date, sponsoring agency, developer, subject matter classification, educational level, intended user, student target population, description of the print or nonprint materials, copyright restrictions, and availability.

The database is available through BRS Information Technologies. Many larger libraries as well as the NNCCVTE subscribe to BRS and conduct searches on request. NCRVE also conducts searches for clients. The CCCs and NCRVE continue to build and maintain the VECM database. All vocational and technical educators are encouraged to contribute information about curriculum materials. For subscription information, contact BRS Information Technologies, Inc., 8000 Westpark Drive, McLean, VA 22102, (800) 289-4277. sck

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EXEMPLARY VOCATIONAL SPECIAL NEEDS PROGRAMS

The Technical Assistance for Special Populations Program (TASPP) of the National Center for Research in Vocational Education, University of California at Berkeley, conducts an annual search for exemplary vocational education programs serving students with special needs. TASPP's evaluation process focuses on specific components which research has shown are characteristic of effective programs. Applications providing detailed program descriptions are evaluated for these components by leaders in the field of special needs vocational education. The following entries represent teen parent programs identified as Exemplary Vocational Education Programs Serving Special Needs Students.

Boulder Valley Teen Parenting Program

The Boulder Valley Teen Parenting Program was identified as a 1990 National Recognition Program for Exemplary Vocational Education Programs Serving Special Needs Populations by TASPP. The goal is for every school-age parent, both teen mothers and fathers, to have the opportunity to continue high school courses leading to graduation in order to acquire job skills for economic self-sufficiency. The administration and staff have enlisted the aid of numerous community agencies, obtained grants, and diligently built a program that strives to meet the academic and vocational, social, emotional, and physical needs of those enrolled.

Gloria Parmerlee-Greiner
Boulder Valley Public Schools
RE2-J, Fairview High School
1515 Greenbriar Boulevard
Boulder, CO 80303
(303) 447-5346

Beginning in 1980, the program has grown to serving sixty-five parents, thirty-six toddlers, and sixteen infants during the 1988-1989 school year. Teen parents are offered an array of programs and services to help them attain their educational goals. In addition to the regular programs provided in the school district, teen parents also have the benefit of health care services, including pre- and post-natal services, support services (e.g., school bus transportation for them and their children); academic support services, such as tutoring and basic skill instruction; and vocational training/employment services including assessment. Students have access to the Boulder Valley Area Technical Education Center's vocational programs and Job Placement Counselor as well as the option of preparing for the General Education Diploma (GED). An infant and toddler nursery also exists for the children of teen parents in the program.

The successes of the program are many: less than two percent of the program's teen parents have children with low birth weight, less than five percent have another child while in their teens, and approximately eighty-five percent of the teen parents have completed school or received their GED. job

Single Parent/Displaced Homemaker Program
The Pinellas County Single Parent/Displaced Homemaker Program was identified as an exemplary program in the TASPP's 1991 National Recognition Program for Exemplary Vocational Programs Serving Special Needs Populations. The program serves mothers and fathers who are single, separated, divorced, and widowed, and in need of basic skills training, GED preparation, or financial assistance. Participants are encouraged to enroll in technical training programs with higher-than-average wages and potential for advancement. The program offers career information and counseling, appropriate preparatory courses, and job placement services. Child care funding, gasoline allowances, bus passes, tutorial assistance, and school supplies are among the available support services.

Since its inception in 1986, the program has served fifteen-hundred single parents and displaced homemakers. During 1989-1990, approximately eighty-seven percent of program graduates were placed in high wage jobs. jeb

Victoria Butler
Program Coordinator,
Clearwater Campus
Barbara Giffin
Program Coordinator,
St. Petersburg Campus
Pinellas Technical Education
Center
Clearwater Campus
6100 154th Avenue, North
Clearwater, FL 34620
(813) 531-3531

NATIONAL NETWORK FOR CURRICULUM COORDINATION IN VOCATIONAL AND TECHNICAL EDUCATION (NNCCVTE)

NNCCVTE is a nationwide network of six curriculum coordination centers sponsored by the U.S. Department of Education, Office of Vocational and Adult Education. The network promotes sharing of curriculum, professional development of state and local educators, research in curriculum design methodology, and coordination of development among states.

East Central Curriculum Coordination Center

Rebecca Douglass, Director
Sangamon State University, F-2
Springfield, IL 62794-9243
(217) 786-6173 (Secretary to the Director)
(217) 786-6375 (Library Services)
(800) 252-IVCC (IL only)

States served are Delaware, District of Columbia, Illinois, Indiana, Maryland, Michigan, Minnesota, Ohio, Pennsylvania, Virginia, West Virginia, and Wisconsin.

Midwest Curriculum Coordination Center

Richard Makin, Contact Person
Oklahoma Department of Vocational and
Technical Education
1500 W. 7th Avenue
Stillwater, OK 74074-4364
(405) 743-5192
FAX: (405) 743-5142

States served are Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, and Texas.

Northeast Curriculum Coordination Center

Martha J. Poci, Director
Catherine R. Liapes, Assistant Director
New Jersey State Department of Education
Division of Vocational Education
Crest Way
Aberdeen, NJ 07747
(908) 290-1900
FAX: (908) 290-9678

States served are Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, and the Virgin Islands.

Northwest Curriculum Coordination Center

Bill Daniels, Director
Judy Noll, Coordinator
Saint Martin's College
Old Main, Room 478
Lacey, WA 98503
(206) 438-4456
FAX: (206) 459-4124

States served are Alaska, Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

Southeast Curriculum Coordination Center

Rebecca Love-Wilkes, Director
Ronda Cummings, Librarian
Mississippi State University
Research and Curriculum Unit
P.O. Drawer DX
Mississippi State, MS 39762
(601) 325-2510
FAX: (601) 325-3296

States served are Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee.

Western Curriculum Coordination Center

Lawrence F. H. Zane, Director
Barbara Luckner-Lovelace, Associate Director
University of Hawaii at Manoa
College of Education
1776 University Avenue, Wist 216
Honolulu, HI 96844-0001
(808) 956-7834
(808) 956-6496
FAX: (808) 956-3374

States and regions served are American Samoa, Arizona, California, Commonwealth of the Northern Marianas, Federated States of Micronesia, Guam, Hawaii, Nevada, Republic of the Marshall Islands, and the Republic of Palau.

STATE VOCATIONAL AND TECHNICAL EDUCATION CURRICULUM CENTERS

The curriculum centers identified in this section generally act as research, referral, and resource centers by providing free services to the vocational educators and administrators of each state. The resource center's staff responds to requests in all vocational subject areas including agriculture, business/distributive education, health, home economics, special needs, cooperative education, industrial arts, plus the vocational education concerns of gender equity and guidance. Bilingual and Indian resources are also being added to the resource collection. Specific services available from each center vary, but generally include workshops in curriculum development and use, reprinting/production, and dissemination of curriculum and instructional materials.

ALABAMA

Vocational Curriculum Research,
Evaluation Center
James Kendrick, Director
Division of Vocational Education
Services
50 N. Ripley Street
Room 5234, Gordon Persons Building
Montgomery, AL 36130-3901
(205) 242-9108
FAX: (205) 242-9708

ALASKA

Alaska Vocational Materials Library
Ann King, Director
Barbe McClung, Coordinator
Alaska Department of Education
Office of Adult and Vocational
Education
P.O. Box F
Juneau, AK 99811
(907) 465-4685
FAX: (907) 465-5297

ARIZONA

Arizona Center for Vocational Education
Gaye Luna, Director
Joanie Hoffman, Business Manager
Northern Arizona University
P.O. Box 6025
Flagstaff, AZ 86011
(602) 523-1386
(800) 522-2283
FAX: (602) 523-6395

ARKANSAS

Media Implementation Center
Keith Moore, Director
11330 Arcade Drive, Suite 5
Little Rock, AR 72212-4084
(501) 221-0832
FAX: (501) 221-0834

Arkansas Vocational Curriculum
Dissemination Center (AVCDC)
Bobbie Biggs, Director
Kathrine Slocum, Research Assistant
University of Arkansas
Graduate Education Building, Room 115
Fayetteville, AR 72701
(501) 575-6606
(800) 632-8754 (AR only)
FAX: (501) 575-4681

DISTRICT OF COLUMBIA

Vocational Education Curriculum
Department
Hazel Showell, Director
Miner Resource/Learning Center
601 15th Street, NE
Washington, DC 20002
(202) 724-4212
FAX: (202) 724-5091

FLORIDA

Center for Instructional Development
and Services
Michael J. Hannafin, Director
2003 Apalachee Parkway
Tallahassee, FL 32301-4829
(904) 487-2054
(800) 428-1194

GEORGIA

Vocational Education Curriculum Center
(VECC)

North Georgia RESA

Charles Gibson, Executive Director

Sharon Norman, Curriculum

Development Consultant

Route 3, Box 232-A

Ellijay, GA 30540-9380

(404) 276-1111

FAX: (404) 276-1114

HAWAII

Hawaii Vocational Curriculum Center

Larry Zane, Director

1776 University Avenue, Wist 216

Honolulu, HI 96822

(808) 956-7834

(808) 956-6496

FAX: (808) 956-3374

IDAHO

Idaho Vocational Curriculum

Dissemination Center

Don Eshelby, Director

Cari Manry, Coordinator

University of Idaho

Moscow, ID 83843

(208) 885-6556

(800) 422-6013

FAX: (208) 885-6869

ILLINOIS

Illinois Vocational Curriculum Center

Rebecca S. Douglass, Director

Sangamon State University, F-2

Springfield, IL 62794-9243

(217) 786-6375

(800) 252-IVCC (IL only)

FAX: (217) 786-6036

INDIANA

Vocational Education Services

James Pershing, Executive Director

Carthell Everett, Director

Indiana University

840 State Road 46 Bypass

Room 100

Bloomington, IN 47405

(812) 855-6711

(800) 544-1469 (IN only)

FAX: (812) 855-9156

KANSAS

Kansas Vocational Curriculum

Resources Center

Mark L. Johnson, Director

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OERI REGIONAL EDUCATIONAL LABORATORIES

Ten regional educational laboratories were established by the Office of Educational Research and Improvement (OERI), U.S. Department of Education to focus on school improvement throughout the United States. The labs conduct applied research, development, and technical assistance for educators, parents, and decisionmakers. The educational improvement mission of the labs is facilitated through five functions: (1) working with other regional organizations to apply research and improve schools; (2) assisting state-level policymakers on the implications of education research and practice for policies and programs; (3) conducting applied research and developing materials, programs, and publications that support the mission of school and classroom improvement; (4) collaborating with other laboratories, research centers, and national associations to extend and enhance related research and development; and (5) developing effective internal management, governance, planning, and self-evaluation, as well as reviewing regional needs and developments.

Appalachia Educational Laboratory (AEL)

AEL serves as the regional educational lab for Kentucky, Tennessee, Virginia, and West Virginia. To address the goals toward the improvement of professional quality, curriculum and instruction, community support, and equal educational access for all students, the lab operates the following eight projects: (1) Classroom Instruction program (teachers), (2) School Governance and Administration program (school administrators and school board members), (3) Colleges and Schools program (colleges for teacher education), (4) State Policy program (policymakers), (5) Information Services program (direct services to educators), (6) Community Liaison to Urban Education program (underrepresented groups), (7) Rural, Small Schools program (rural citizens and educators), and (8) Rural Excel program (with State Education Agency and Local Education Agency personnel).

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Under the Community Liaison to Urban Education program, the concerns, interests, and special needs of underrepresented groups are assessed and addressed in the lab's program and activities. The Rural, Small Schools program provides information about promising current practices and seeks to set up technology-based networks of local schools with college libraries. The Rural Excel program works with state and local educators to develop, test, and disseminate appropriate new learning materials and processes for rural schools. AEL also operates the ERIC Clearinghouse on Rural Education and Small Schools. The Lab publishes *The Link* newsletter. A publications catalog is available upon request. jeb

Far West Laboratory for Educational Research and Development (FWL)

FWL is one of ten regional educational laboratories established by the Office of Educational Research and Improvement, U.S. Department of Education, to focus on school improvement throughout the United States. FWL provides advanced learning and effectiveness for educators, parents, and policymakers through research, applications, and partnerships. Services include instructional development, staff training analysis and design, organizational design, evaluation, research, technical writing, and information dissemination. Products include program guidelines, handbooks, manuals, resource directories, information catalogs, audiovisual materials, curriculum models and materials, institutional designs, conference proceedings, and evaluation and research reports. FWL also participates in research, development, and technical assistance projects on such topics as essential skills, experience-based career education, staff development, and initiatives to improve opportunities for minority and female students. jeb

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Mid-Continent Regional Educational Laboratory (McREL)

This lab focuses on school improvement throughout the United States. It conducts applied research, development, and technical assistance for educators, parents, and decisionmakers. McREL serves as the regional educational laboratory for Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming.

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The mission of McREL is to create a community of interest among those individuals and organizations interested in learning how to help schools meet the needs of an ever changing society. The key strategy the Lab uses is to identify and encourage the use of knowledge that improves education. Lab activities include the dissemination of policy information, product development, networking, training, and technical assistance.

Examples of activities include studies of special populations (e.g., urban dropouts, students in small schools, and Indian and Hispanic youth) to identify potential educational problems; networks of people with common interests in urban schools, equity, and higher education; a state policy and trends database which provides basic information on education issues; and strategies for improving services to small, rural

schools. McREL's Equity Center works to increase access to quality education for all students and disseminates information to increase awareness of equity issues and identify successful programs for reducing bias and stereotyping. Acting as a clearinghouse, the Equity Center links a computerized database on twenty major equity issues to potential users.

Publications include the *McREL Update* newsletter; *Noteworthy*, an annual magazine; *Heartland*, the newsletter of McREL's Equity Center; and *Policy Notes*, a bimonthly summary of issues relevant to educational policymakers. sck

North Central Regional Educational Laboratory (NCREL)

NCREL designs its work to meet needs related to educational research and development and provides information and services to a region that includes the states of Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. Assessment of the needs of educators and policymakers in the region have revealed issues in the following three program areas: (1) improving curriculum and instruction to ensure that all elementary and secondary students acquire capabilities necessary for functioning in the twenty-first century; (2) enhancing the education professions to attract, develop, and reward excellence among classroom teachers, school administrators, and other education professionals; and (3) strengthening school partnerships to broaden participation in educational improvement efforts by parents, policymakers, and community leaders.

NCREL's activities work toward the improvement of education for students in elementary and secondary schools by networking specific groups of educators and policymakers, promoting conferences, and providing specific staff development information and assistance. Activities have addressed rural issues, school restructuring, reading improvement, educational improvement, literacy, policy study and analysis, at-risk students, and rural education. The *Clipboard* is the newsletter published for NCREL's constituency. sck

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Northwest Regional Educational Laboratory (NWREL)

NWREL serves the states of Alaska, Idaho, Montana, Oregon, and Washington. The lab conducts applied research and provides development and technical assistance to educators, parents, and decisionmakers, designed to improve outcomes for children, youth, and adults. The *Northwest Report* newsletter serves NWREL's constituents. jeb

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Pacific Region Educational Laboratory (PREL)

PREL helps schools improve educational outcomes for children, youth, and adults. This mission is carried out by assisting educators, families, government, community agencies, business, and labor in maintaining cultural literacy and improving quality and equality in educational programs and processes. This is accomplished through forums, research, technical assistance, evaluation, training, information resource activities, and product and procedure development and/or dissemination. PREL serves Pacific children and educators in American Samoa, Commonwealth of the North Mariana Islands, Federated States of Micronesia, Guam, Hawaii, Republic of the Marshall Islands, and Republic of Palau. jeb

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Regional Laboratory for Educational Improvement of the Northeast and Islands

The Regional Laboratory for Educational Improvement of the Northeast and Islands serves the area of Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Rhode Island, Vermont, and the Virgin Islands. A variety of programs and activities in three broad initiatives support a unifying theme. Designing Schools for Enhanced Learning is a multi-faceted technical assistance and action research initiative designed to promote a fundamental reconceptualization of student and school success. A Regional Policy initiative supports policy development and implementation activities in areas related to maintaining a quality educator workforce in the region. School Improvement Services offers information, training, consultation, and other services to a wide variety of clients. The *Regional Lab Reports* is a topical newsletter published three to four times per year about some aspect of making schools work for the success of all students. jeb

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Research for Better Schools (RBS)

RBS serves Delaware, District of Columbia, Maryland, Pennsylvania, and New Jersey. RBS conducts research and policy studies on key education issues including assessment, at-risk youth, school-to-work transition, and critical thinking; develops improvement approaches and services for schools; provides consultant services to state leaders; develops products for special populations; and participates in national networking activities with other regional laboratories to enhance the use of products and knowledge. The lab publishes a newsletter, *RBS Project Brief*, disseminated nationally. sck

Southeastern Regional Vision for Education (SERVE)

SERVE represents Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. SERVE proposes to address critical issues that are shared throughout the region, work as a leader and catalyst to promote systemic educational improvement, serve as a broker of exemplary practices and state-of-the-art research, and become an invaluable source of information for existing organizations working to promote educational improvement. To improve educational outcomes, especially for at-risk students, the laboratory has scheduled the following five annual areas of emphasis: (Year 1) improve math, science, and computer education, (Year 2) provide safe, drug-free schools, (Year 3) increase the graduate rate, (Year 4) improve student achievement and citizenship, and (Year 5) expand adult literacy and lifelong learning.

Examples of research and development activities the laboratory will conduct include developing and field-testing a rural school-business partnership model and network; developing site-based accountability models—local measures of effectiveness; studying the effects of incentive programs on reducing dropout rates and on improving school conduct, academic achievement, and attendance of identified at-risk students; and evaluating the impact of videocommunications and other telecommunications technology on rural school education. The laboratory will conduct and disseminate topical research, technical assistance, and other laboratory products via teleconferences, videotapes, satellite downlinks, public broadcasting, interactive videodisc technology, and through a network of rural education professionals. sck

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Southwest Educational Development Laboratory (SEDL)

SEDL serves the states of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. It exists to challenge, support, and enrich educational systems in providing quality education for all learners. The lab has identified a series of six goals: (1) promote effective home-school-community connections that foster success for at-risk students, (2) improve transition from early childhood education to elementary school, (3) promote leadership and facilitate change for education professionals, (4) ensure that state-level policy is informed by research on best practices, (5) support rural school technology and initiatives for rural students at risk, and (6) improve the achievement of at-risk students in math and science. SEDL also administers a minority internship program; functions as a Center for Language Minority Population Projects and as Texas' Title VII Multi-Functional Resource Center; conducts Paso Partners, a staff development program for LEP instructors; and operates a Regional Rehabilitation Exchange, providing information and technical assistance on exemplary vocational rehabilitation programs for adults in transition to employment and independent living. job

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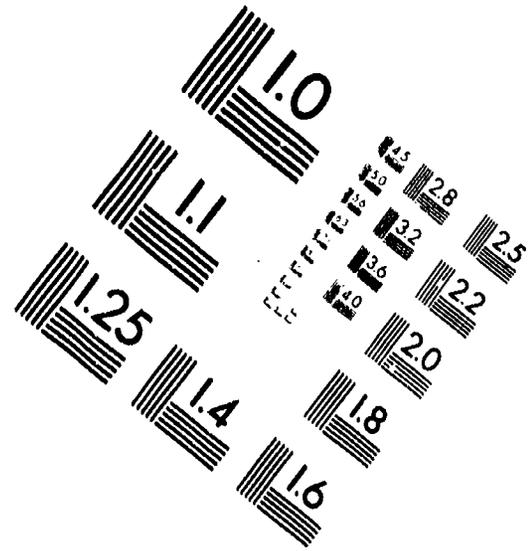
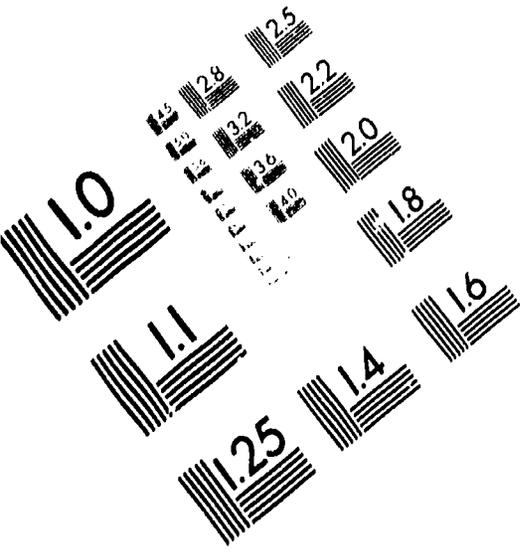


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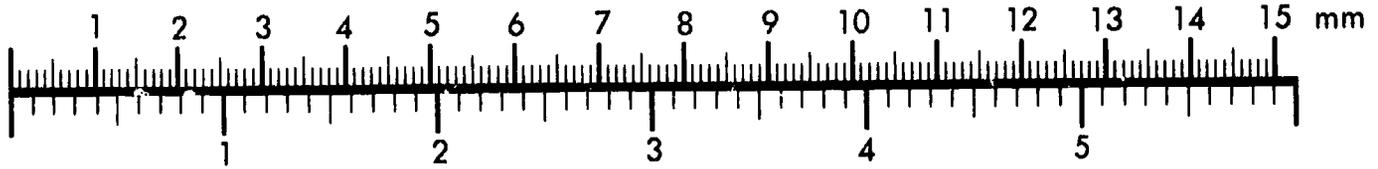
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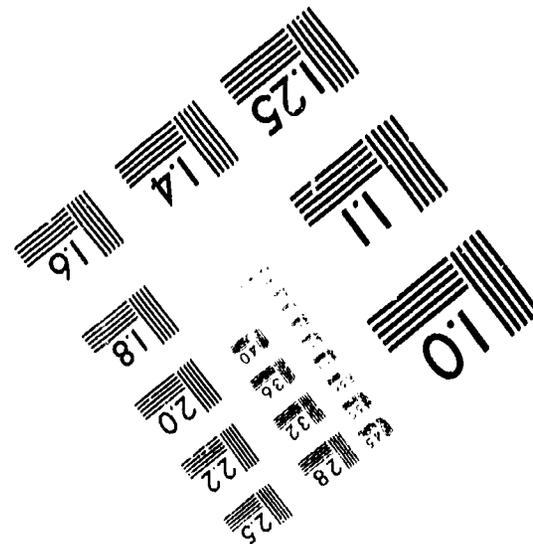
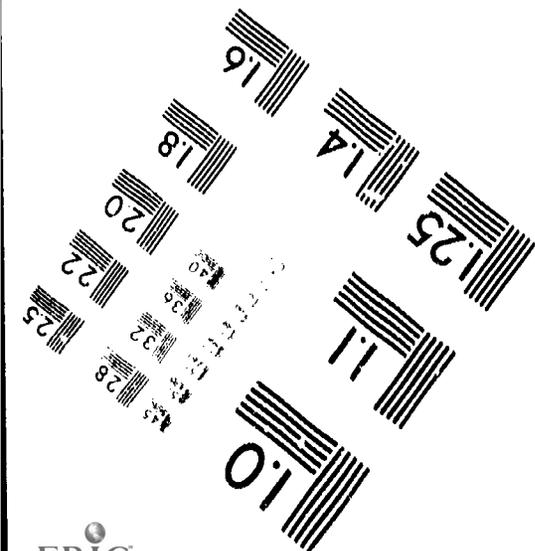
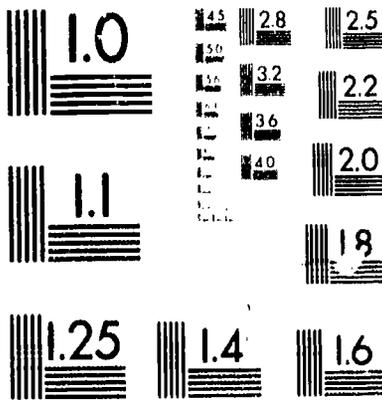
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